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THE INTERMEDIATE SCHOOL OR JUNIOR HIGH SCHOOL

ITS PLACE IN THE PUBLIC SCHOOL SYSTEM

by

ALFRED BERTRAM KUYKENDALL

A THESIS SUBMITTED FOR THE DEGREE

OF

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INTRODUCTION.

The aim of this study is to analyze, in a critical way, the so-called Intermediate School, or Junior High School, testing the validity of the arguments put forth by its advocates.

The Intermediate School, or Junior High School, is the name applied to that part of the school system between the regular elementary school and the high school proper. Lower high school, preparatory, departmental, sub-high school, senior grammar school are other names applied to this school which is generally composed of the eighth grade only, the seventh and eighth grades, or the seventh, eighth, and ninth grades.¹ The term Intermediate School is used in this study as signifying this type of school.

The characteristic advantages of this school are: Differentiated curricula, acknowledging varying individuality among children; departmental teaching, giving the child the opportunity of being taught by one who knows his subjects well; promotion by subject instead of by grade, thus permitting individual advancement; the introduction of high-school methods, acquainting the child before the adolescent period with the methods and devices of the high school; acquainting the pupil with the changes in studies, buildings, and teachers before the high physical and nervous changes take place within him; the downward extension of high-school subjects,

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1. Report of U. S. Commissioner of Education, City School Systems (Washington, 1912), Vol. I., p. 155.

enabling the pupil to begin the study of the foreign languages and some other subjects from one to three years earlier than the present system permits; pre-vocational opportunities, enabling the child to find himself; and the completion of secondary education one, two or three years earlier than at present. It is contended that by the reorganization of our school system before the adolescent period the interests of the individual child will be better cared for and that the future of the school is assured.

Opposed to this reorganization are the following arguments: That departmentalization means specialization, and there has been already too much specialization in our high schools; that unless the Intermediate School will enable the child to determine his vocation, the proposed reorganization is simply departmental teaching extended downward into the eighth and seventh grades; that the child in the seventh grade is not equal to the many responsibilities so suddenly thrust upon him, becoming bewildered and discouraged. It is further contended that unless the Intermediate School is segregated from the regular high school the length of the recitation periods in the two schools will offer some difficulty; that assistance from the study teacher during the study hour makes the pupils dependent on others; that discipline becomes much harder because of the changing of teachers and pupils between recitations.

It is contended that boys and girls from twelve to four-

teen years of age have certain characteristics and educational needs which should separate them from the primary school which has preceded, hence the need of an Intermediate School with its opportunities for differentiation in the program of studies.

The working plan of the Intermediate School is as follows: Certain studies, as English, music, geography and history, are taken by all pupils, hence there is no need of differentiated courses. Certain other studies are alternative and need distinctive courses. A group of girls may wish to pursue, for two hours each day, household arts, and will become members of the household arts course. Household economy, simple accounts, value of foods, etc. will here be emphasized. A group of boys may wish to take manual training two hours each day, and will become members of the industrial arts course. Drawing and arithmetic will be emphasized and correlated with the manual training. One body of boys and girls may wish the beginning of algebra, geometry, or a foreign language, thus grouping themselves in the general or literary course. Still another group may wish commercial work and are given stenography, typewriting, bookkeeping, correlated with industrial history and commercial geography. Unless the Intermediate School is distinct from the regular high school, the above conditions will form a part of a six-year high school course.

The ideal condition gives the Intermediate School a

separate principal, and removes the school from the lower grades to a building of its own, in close proximity to the high school proper, in order that the classes, lunches, assemblies, school activities, etc. may be in common, removing the feeling of class distinction so often felt by pupils of the upper and lower classes.

The success of the Intermediate School in the City of New York both as to economy and educational efficiency may be considered as an index to its usefulness. Opinions from those who have had personal experience with this type of school should be an indication of its success or failure.

CHAPTER I.

THE INSTITUTIONAL ASPECT.

(a) Outline of the Present School System
of the United States.

Education is considered an important function of the state. By constitution and statutory laws, the different states require the subordinate units of government, whether district, township, or county, to provide public schools, in return for the aid usually granted by the states.

Varying conditions as to native stock, wealth, and educational advancement have caused the standards of education among the states to vary correspondingly. A well-organized school system, as found in some states, has kindergartens, elementary schools, high schools, vocational schools, vocational schools, schools for dependents and defectives, and normal and university instruction all organized as part of the educational system.

The kindergarten, although not always a part of the school system, may be organized locally as part of the public school system, when authorized by the state. The elementary school, exclusive of the kindergarten, extends over a period of eight years, with now and then an exceptional school having seven or nine years. It is generally considered as being divided into the primary grades--one, two, and three; the intermediate grades--four, five, and six; and the grammar grades--seven and eighth, although these distinc-

tions are often not recognized by law, but are historical or traditional.

The larger school systems have a series of ungraded rooms in connection with the elementary grades in which over-age and retarded pupils are taught, generally with a view of returning the pupil to his regular grade when he has been brought up to the minimum attainment of his grade.

Above the elementary school is the high school, extending over a period of four, five, or six years, and replenished by eighth-grade graduates from the city and country schools. The high school offers different curricula, enabling the pupil to select to some extent the work he desires. While most high schools have but four years, some have five or six years in their high school course, being delegated the power of organization by the state. The extra two years of study are termed Junior College work.

In most states of the United States a university, with a college of liberal arts as a center, is established under state control. Because of legislation (Morrill Act of 1862) by Congress, particularly aiding agricultural education, technical courses in such work have grown rapidly in connection with the other professional schools and colleges which have gathered around the College of Letters and Science to form the modern university. The state thus provides for the complete education of its youth from the kindergarten through all grades of elementary, secondary, and higher edu-

cation. In some states, there is an Extension Division, which even attempts to educate those who are unable to attend the regular resident courses.

Every state has one or more normal schools for the training of its teachers, created by legislative enactment and supported by the state. The courses extend two to three years beyond the ordinary high school course, although elementary work may be offered.

County training schools exist in some states aiming to train the elementary school teachers, but more particularly rural school teachers, one object for which the normal schools were created. As the high school gradually absorbs this function, the usefulness of the county training school decreases.

The state has other schools, but they are for special classes of people, usually dependents or unfortunates. Among them are the schools for the deaf, the blind, incorrigible girls, incorrigible boys, orphans, etc.

Vacational schools and continuation schools exist in some of the large school systems, giving opportunity to the retarded child to make up back work and to the normal child in doing advanced work.

There is a growing feeling that vocational instruction has a legitimate place in the American school system. That there may be a close articulation between the secondary schools and the outside world, vocational studies are being

introduced into the present type of high school or strictly vocational high schools are being established. The plan is very popular in the larger cities.

The most prevalent local political unit of organization for the establishment, control and support of a public school is the district, varying much in size, wealth, and population. In some of the Middle Western states, the township is the unit of organization; in some of the Southern and Western states, the county is the unit. The officers are elected by the qualified voters or appointed by the proper authority, and are known as the Board of Education, School Board, School Trustees, School Commissioners, etc., having power to transact the legal business of the unit of organization. In some cases, the school organization is distinct from that of the municipality; in other cases, they are closely related. The supervisory power is generally delegated to the city, township, or county superintendent.

The schools of the state are under a two-fold or dual form of control--the one, the state, represented by the state superintendent, regents, boards, or commissioners, appointed or elected in one of several ways, with assistants and inspectors, exercises supervisory and inspectorial functions; the other, the local authority, board or commission, more or less responsible for the establishment, control, and support of the school. The state generally exercises an influence or control over the units of government, and

certain officials, appointed by the state, see that these units of government meet the requirements of the laws.

There is no national authority over the education in the United States. The duties of the United States Commissioner of Education, of the Department of the Interior, is to gather foreign and domestic statistics and to disseminate information throughout the United States to his best knowledge and belief. When a man of strong personality, he wields a great influence in all of the states and in a measure harmonizes educational ideals among the states.

(1) The Elementary School.

About the middle of the seventeenth century (1641),¹ the General Court of Massachusetts took the first colonial action relating to general education, although the famous Latin school of Boston had been established six years previously (1635).²

In 1647, the General Court of Massachusetts enacted a general school law, ordering that an elementary school should be established in every town of one hundred families.³ It recognized three grades of education--elementary, secondary and higher.⁴ In 1650, Connecticut Colony passed a similar

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1. Hinsdale, B. A., Horace Mann (New York, 1898), Chapter I., p. 2.
2. Brooke, Phillips, Essays and Addresses (New York, 1894), p. 396.
3. Monroe, Paul, A Text-book on the History of Education (New York, 1908), p. 437.
4. Hinsdale, B. A., Horace Mann (New York, 1898), Chapter I., p. 4.

law.¹

Only reading, writing, and arithmetic were required to be taught in the first elementary schools.² Later spelling, grammar and geography were added to the curriculum, and this became the type of elementary school found in Massachusetts for many years to come. Other colonies patterned their school systems after that of Massachusetts, and to the curriculum were added other subjects. Controversies and class-distinctions existed, but finally the schools became free public schools.

An early method of school encouragement was by individual endowment. Captain John Mason, proprietor of New Hampshire, died in 1636, and in his will bequeathed one thousand acres of land in his colony to the "maintenance of a free grammar school for the education of youth."³ Thomas Bell, in 1671,⁴ bequeathed in trust for the use of a school in Roxbury, Massachusetts, all his lands and tenements situated there.

Another method was by public grants made by town or town proprietaries. In 1639, the town of Dorchester appro-

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1. Colonial Records of Connecticut, Code of Laws of 1650, p. 520.
Monroe, Paul, A Text-book in the History of Education (New York, 1908), p. 437.
2. Weeden, W. B., Economic and Social History of New England (New York, 1890), Vol. I., pp. 282, 283.
3. Mason, Captain John, Prince Society Publications (Boston, 1887), p. 404.
4. Boston, Memorial History of (Boston, 1864), Chapter IV, p. 239.

priated Thomson's Island for the use of the school,¹ although four years previously the General Court of the colony had granted the land to the town in lieu of a small yearly rent. The town of Boston, in 1641, ordered that "Deare Island shall be improved for the maintenance of a Free School for the towne....."²

The colonial governments of both Massachusetts and Connecticut early committed themselves to the policy of encouraging grammar schools by granting their wild lands to the towns in which such schools were located. In 1659, the General Court of Massachusetts Bay, in response to petitions of Charlestown and Cambridge, granted to each a thousand acres of land for the support of a grammar school.³ In 1672, the General Court of Connecticut granted to the county towns of Fairfield, New London, New Haven, and Hartford six hundred acres each "for the benefit of a Grammar Schoole in the sayd County townes and to no other use of end whatsoever."⁴ During this same year, the General Court of Massachusetts granted the town of Plymouth the revenue from the fisheries at Cape Cod for the support of a grammar school.⁵

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1. Dorchester, History of (Boston, 1851), p. 422.
2. Boston, Memorial History of (Boston, 1864), Chapter IV., p. 238.
3. Massachusetts Bay, Colonial Records of (Boston, 1853), Chapter IV., p. 400.
4. Connecticut, Colonial Records of, 1665-1677 (Hartford, 1895), p. 176.
5. Plymouth Colony, Records of (Boston, 1855), Chapter V., p. 107.

The granting of large tracts of land or one or more townships for settlement by a company began in the early part of the eighteenth century. Provisions were generally made for the support of a minister and a school. In 1704, the General Court of Massachusetts granted to Lieutenant Governor Dudley land on which the town of Sutton was founded. Three hundred acres were reserved for the first settled minister, four hundred acres for the ministry, and two hundred acres for the use of a school.¹ In 1735, the General Court of Massachusetts granted the town of Boston three townships of the Hampshire wild lands, one for the first settled minister, one for the ministry, and one for a school.² In 1733, Connecticut laid the foundation of the common school fund by providing for the sale of public lands.³

In the "Ordinance of 1787," which was passed by the Continental Congress for the government of the Northwest Territory, this fundamental declaration was incorporated: "Religion, morality, and knowledge, being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged." This has been a guiding principle in both state and national governments since that time.

By congressional enactment and provisions of state

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1. Benedict and Tracy, History of the Town of Sutton (Worcester, 1878), p. 10.
 2. Smith, Joseph, History of Pittsfield (Boston, 1869), p. 65.
 3. Connecticut, Colonial Records of, 1717-1725 (Hartford, 1895), p. 128.

constitutions, land has been set aside for the support of the numerous classes of schools. Beginning with the admission of Ohio as a state, in 1802, section sixteen in each township has been given the state for school purposes. This continued until 1850, with the exception of Maine and Texas, when California was admitted as a state and received for school purposes sections sixteen and thirty-six. This continued to be the practice, with the exception of West Virginia, until 1896, when Utah received sections two, sixteen, thirty-two and thirty-six. Arizona and New Mexico received sections thirteen, sixteen, thirty-three and thirty-six and \$5,000,000 for its schools.¹

While not all of these later grants have been for the support of the common schools, the national government has made other grants in the form of saline lands, surplus revenues, a per cent. of the net proceeds of the sale of all public lands within the state, swamp land, income from forest reserves, the Internal Improvement Act of 1841, etc.²

The elementary school progressed slowly, due to frontier conditions and natural causes. Colleges increased their requirements for admission, and the high schools, following the suggestion, became more exacting with the elementary

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1. Monroe, Paul, Encyclopedia of Education (New York, 1913), National Government of the United States and Education, E. P. Cubberley and E. C. Elliott, Vol. 4, pp. 372-282.
 2. Ibid.

schools, which as organized, were unable to meet the demands. As a result, additional years were given to the training in the school arts in the elementary school, finally resulting in the present regime of eight years in the elementary school and four years in the high school. This arrangement could just as well have been otherwise. There was no particular logic in its arrangement. It was simply an incident of history.

As a rule, there is but one curriculum for the elementary grades, leaving practically no chance for individual progress. The subjects taught in the lower grades are generally reading and literature, language, spelling, writing, numbers, together with more or less physiology and hygiene, drawing, music, physical exercise, and nature study. As the grades advance, these subjects are extended, and geography, history, sewing, cooking, and manual training are introduced, being prescribed by the state constitution or by state law thereby allowing the school to serve more nearly the needs of the various communities.

Let us here note the aims of the elementary school as set forth by two men in the educational field.

"The special aims of elementary education are: (a) To nourish the mind of the child through the course of study which should comprise an orderly presentation of the whole field of knowledge in its elements, and to provide an opportunity for the exercise of all his powers, mental, moral, aesthetic, manual, or constructive, through good instruction and wise discipline; (b) to guard and promote his nor-

mal physical health and development."¹

"The aim of the elementary school is wrong. It should not be knowledge, but to organize the instincts and impulses of children into working interests and tools. The stress should be on methods, not results. Not that we do not want results, but that we get better results when we transfer the emphasis of attention to the problem of mental attitude and operation. We need to develop a certain active interest in truth and its allies, a certain disposition of inquiry, together with a command of the tools that make it effective, and to organize certain modes of activity in observation, construction, expression, and reflection. Six years ought to be enough to accomplish this task."²

It really seems that there must be a golden mean in that the aim of the elementary school is merely the transmission of the common culture or social heredity.

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1. Hanus, Paul H., Educational Aims and Educational Values (New York, 1899), p. 17.
2. Dewey, John, Discussion of Shortening the Years of Elementary Schooling, School Review (January, 1903), Vol. II., No. 1, p. 18.

(2) The High School.

The Latin grammar school was first organized in Boston, 1635, with the primary object of preparing boys for the ministry.¹ For a time the school with its restricted program of studies flourished, but later declined in influence. A little later a new type of school arose, which in addition to being a college preparatory school, met more nearly the demands for a practical education which the times demanded. This was the American academy, of which "The Academy and Charitable School of Pennsylvania, founded in 1751, through the influence of Benjamin Franklin, is probably the best known example."² Provision was made in this academy for the differentiation of the curriculum into three courses--Latin, English, and Mathematics. For some time, the course of study in the academies was quite indefinite, but later came to include courses of study of from three to five years.

The academy, however, was removed somewhat from the people. It was accessible to only the few, charged tuition fees, and often took the boys and girls away from home, adding further expense and greater responsibilities to all concerned. As a result of these weaknesses, there developed another type of school, controlled and supported by the local authorities, and organically connected with the elementary school. Such is the beginning of our present high

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1. Brooks, Phillips, *Essays and Addresses* (New York, 1894), p. 396.
2. Monroe, Paul, *A Text-book in the History of Education*, (New York, 1908), p. 500.

school, which was organized to give a free, practical, and cultural education.

The first school of this type was the English High School of Boston established in 1821 for those graduates of the elementary school who had time and inclination for further study, but did not desire to enter the Latin school which led on into the university.¹ It represented a reaction against the exclusively classical education of the Boston Latin School with a curriculum unsuited to the common needs of life. In 1827, the first state high school law in the United States was passed in Massachusetts. The number of high schools has increased quite rapidly. There were in the United States, June 30, 1913, 13,268 high schools of different types, organized by state laws.² These high schools may be organized in a district, township, or county, or a union of two or more of each, depending upon the unit of organization.

In 1872, the Supreme Court of Michigan handed down its decision in the famous "Kalamazoo Case,"³ in which it was held that taxes might be raised for the support of any grade of instruction provided the majority of voters so decided. This gave impetus to the cause of popular education, and the academy, with its tuition charges, was supplanted by the modern high school, which has since entered into organic relation with the higher institutions of learning through the

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1. Jackson, G. L., Johnston's High School Education (New York, 1912), Chapter IV.
2. U. S. Commissioner of Education, Report of 1914, Vol. I., p. 67.
3. 30 Michigan, 69.

establishment of the state systems of education extending from the elementary school to and including the university.

The scope of high school endeavor is well stated in the following:

"The secondary school should especially promote the discovery and development of each pupil's dominating interests and powers; and further, it should seek to render these interests and powers subservient to life's serious purposes, and also to the possibility of participation in the refined pleasures of life....The serious purposes of life are first, self-support, or when this is unnecessary, some worthy form of service; second, intelligent active participation in human affairs....The refined pleasures of life are found in the ability to participate with intelligence and appreciation in the intellectual and aesthetic interests of cultivated men."¹

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1. Hanus, Paul H., Education Aims and Educational Values (New York, 1899), p. 81.

(b) Summary of Charges

against the Present American School System.

Man's adjustment to the world in which he lives is dependent upon three types of training; (a) A general liberal education which will give him a command over those human institutions in which he holds a membership in common with other men; (b) a specialized vocational education which will fit him for his particular economic function; (c) an apprenticeship to his specific work and station in life which will snugly fit his theoretic education to the concrete and practical situation which he must meet.¹

The question arises whether the present organization of the American school-system will accomplish these ends. At present, sixteen years of liberal education are provided for. For those who go into the professions, the remaining few years of plasticity should be devoted to vocational education, although the allotment of time may be disproportionate.

The objections to the present school system may be summarized as follows:

"(1) The curriculum is overcrowded; (2) there are duplication and waste in administration; (3) there is little correlation of subject matter; (4) exaggerated attention is given to unessential and impracticable topics; (5) many topics now presented have no legitimate place in any curriculum; (6) pupils are overworked; (7) the course of study is inflexible; (8) there is no close articulation of the ele-

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1. Suzzallo, Henry, Preliminary Report of the Committee on Economy of Time in Education (N. E. A., 1911), p. 223.

mentary school with the high school; (9) individual tastes and capacities are not rightly considered; (10) promotions are based upon an unsound principle; (11) discipline is unsuited to the stage of development of the pupils; (12) teachers are improperly equipped; (13) pupils are influenced by too few different personalities; (14) methods of instruction are unpedagogical; (15) the study of many secondary subjects is postponed beyond the proper time for their best presentation; (16) work is not effectively vocational; (17) enormously large numbers withdraw from school; (18) insufficient attention is paid to the retarded pupils and to those of superior ability; (19) there is not sufficient hand work; (20) specific trade instruction is lacking; (21) the whole system is over-mechanized.

"This is the bill of indictment. It is being examined point by point by the grand jury--the people of the land--and a true bill is being found. The duty devolves upon the experts in education to prosecute and to correct."¹

Compare the foregoing with a summary of the answers received to the question, "Are important reforms needed in the high school education? What?", as part of a questionnaire sent out by the Committee of the National Council of Education. The following is a summary of the needed reforms of the high school taken from the answers received:

Simplify course of instruction; it is not necessary to take all the sciences in a high school.

Adapt subject matter to the pupils' interests, capacity and mental development.

Concentrate on a few valuable studies. Cease multiplying subjects.

Have less educational padding.

Make college entrance requirements reasonable.

Emphasize, like the Greeks, the value of continuous and systematic attention to the development of the human body.

Banish from the high school elementary attitudes and relationships.

Emphasize elementary ethics.

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1. Davis, Calvin P., Johnston's High School Education (New York, 1912), Chapter IV., pp. 73,74.

Emphasize character elements.

More training for character; less of the purely bookish elements.

More thoroughness, initiative, and moral emphasis.

Emphasize history, civil government, and economics for citizenship.

Make more real; less formal.

More vocational; less text book work.

More training for life, citizenship, vocation, and service.

Organize courses on basis of general vocational activities, with the so-called culture coming from the wisdom of knowing what the world is like, what it wants, and what one can do about it.

Correlate industrial studies with what is known as purely academic studies.

Recognize the differing cultural, vocational, and social ends of various groups and prepare for these.

Provide for a classical, a general-scientific, a commercial, a domestic-economy, a manual-training, or a technical course.

Provide continuation or night schools for special cases.

Improve the quality of teaching.¹

(c) Readjustment.

On the part of many, there is the conviction that to bring about the desired reformation, there must necessarily be a complete reorganization of the American school system.

The general scheme, however, is to replace the present system which gives eight years to elementary education and four years to secondary education by a system which gives six years to elementary education and six years to secondary education. In other words the primary education should end with the twelfth year and the secondary education with the eighteenth year.

To the questions, "Should the high-school period be shortened or should it be extended in either direction?"

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1. Baker, James H., The Report of the Committee of the National Council of Education on Economy of Time in Education, Bulletin, 1913, No. 38, p. 88.

Should it be six years--from 12 to 18 or 14 to 20?", as a part of the same questionnaire as referred to on page 20, the following answers were received:

Six years, 12-18; for the first two years simply differentiate the work of the elementary school.

At 12 specialization should begin either for vocation or college.

Only two divisions of education that is dominantly cultural should exist, elementary and higher. At present the distinction between the aims of the high school and liberal college does not exist. The student at 20 should be ready to enter a professional course.¹

The National Educational Association has become interested in this movement. (See further data under "Progress" in this study.) Its Committee on Economy in Education believes that the period allotted to general education should be shortened two full years; (1) In order that vocational education and practical apprenticeship be given a fairer share of the period of plasticity; (2) because European experience proves the feasibility of such a plan in general; (3) because such preliminary experiments with the shortened period in our American schools determine its feasibility for American students.²

At present, many parents have erroneous notions of finality and completeness regarding the school system. They harbor the thought that the eighth grade ends the common

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1. Baker, James H., The Report of the Committee of the National Council of Education on Economy of Time in Education, Bulletin, 1913, No. 38, p. 88.
2. Suzzallo, Henry, Preliminary Report of the Committee on Economy of Time in Education by James H. Baker, U. S. Bureau of Education, Bulletin, 1913, No. 38. Also N. E. A. (1911), Preliminary Report of the Committee on Economy of Time in Education, p. 223.

school education and is the natural stopping place, and that the high school is ornamental and not needed in the active duties of gaining a livelihood. But the people must be educated to the fact that progress must be made and that by evolutionary processes.

The reasons for ending the elementary education at the twelfth year will be discussed in the chapter on "The Psychological Aspect," but it will suffice to say that the movement seems to be well under way, and the next quarter of a century may note important changes.

(1) Plans of Reorganization.

Several plans have been proposed for the Intermediate School organization, each having its advocates and opponents. Among the plans submitted are the following:¹

A. This plan leaves the external form of both the elementary and the high school about the same as today, but the general principles of administration now in vogue in the high school would be extended downward into the seventh and eighth grades where there would be an enriched curriculum, some departmental teaching, enlarged student responsibility, greater flexibility in promotion, and other practices characteristic of secondary education.

Community conditions, in this, as in all other cases, will determine the feasibility of the system, but this is feasible and advisable in small towns and cities relatively

1. Davis, Calvin O., *Johnston's High School Education* (New York, 1912), Chapter IV., pp. 79, 80.

homogeneous in character and interests.

B. Six-and-six type. This is only one form of the six-and-six type, and is commendable to cities of eight thousand inhabitants or less. The seventh and eighth grades are merged with the high school into one high-schoolbuilding, with the organization and the administration of the school, above the sixth grade, as a unit. This arrangement introduces to the seventh and eighth grades departmental teaching, limited election of studies, scientific methods of instruction, and student responsibility. Grades one to six inclusive remain practically the same as now, constituting the elementary school. The main difficulty is the continuous six-year course of study for the secondary school, having no logical division for the accommodation of those pupils who must of choice or necessity discontinue school before the completion of the whole six-year course.

On the six-six plan, Dr. E. C. Moore has this to say:

"Pupils are expected to spend eight years in the same round of studies which are unnecessarily drawn out in quantity to provide an educational filling for a course of that length. The essentials can be taught in a shorter time and better taught than at present if we will but concentrate upon them. Our elementary-school pupils become stale at their work. They mark time instead of marching...The chasm between the elementary school and the high school might be bridged if the change of place, studies, methods, teachers, and discipline which must now be made abruptly were made gradually...Why should there not be a letting down of the high school into the grammar schools, and a lifting of certain grammar school studies into the high-school course?"¹

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1. Moore, E. C., Report of the Examination of the School System of East Orange, N. J., 1911, p. 58.

C. This is another form of the six-and-six type, in which there is a differentiation in aim, in subject matter, and in buildings. The divergence begins with the seventh grade, and all work is organized in distinct courses in as many separate schools as the demands of the community will warrant. This demand may extend to eight different types of high schools. This plan will best serve the interests of the large city.

The articulation in the six-six plan has the merit of definiteness and simplicity. Doubtless under this plan many pupils will drop by the wayside each year because of their inability to remain in school the whole six years of the secondary course, thereby giving them the feeling of failure and incompleteness, leaving them with no well-rounded training or anything in particular. That this difficulty may be reduced to the minimum the following plan is advocated.

D. The fourth scheme of reorganization groups seventh, eighth, and ninth grades by themselves as an Intermediate School, or Junior High School, and the remaining three grades, the tenth, eleventh, and twelfth grades, by themselves as a Senior High School. Under this system, the work of the Junior High School will include one grade that generally falls beyond the limits of the compulsory attendance law, and it may seem reasonable to presume that the tendency of the pupils to withdraw from school at the end of the compulsory period will be greatly minimized.

The close articulation between the courses of the two

schools must give no idea of a break or even the need of graduating exercises at the end of the eighth or ninth grade. The Senior High School should serve as a tangible, visible stimulus to the pupils of the Junior High School which recognizes that all children are not alike in tastes or ability nor destined to follow the same occupations in life, as shown in the differentiated curricula offered.

In answer to an inquiry Commissioner Claxton states his position on the so-called "six-six" plan, as follows:

"The reasons for grouping the twelve years of elementary and secondary schooling into six years of elementary and six years of high school are very numerous. I know no valid reason for the present plan of eight and four. My suggestion is that there should be six years of elementary school and six years of high school, the high-school period being divided into two sections of three years each; the first three years might be called junior high school, the second three years senior high school. These are some of the reasons:

"1. The beginning of the adolescent period comes for most children between the ages of twelve and thirteen. Children entering school at six years and attending regularly, finish the sixth grade at this time. This, the beginning of adolescence, marks the transition from childhood to youth.

"2. Any careful study of schools in various parts of the country will reveal the fact that children now mark time to a large extent through the seventh and eighth grades. This is especially true where the methods of the elementary schools are carried through these and the children are taught by women grade-teachers. With a six-year elementary school, it would be easily possible to promote the teachers with the children from grade to grade, thus gaining the large value that comes from teachers and children remaining together until the teacher knows the needs of the children, their strength, their weakness, and can build intelligently on all the work of previous years.

"3. Beginning the high school with the seventh grade will make much easier the departmental work which should begin at least this low down. It will also make it much

easier to begin work in such high-school subjects as foreign languages, constructive geometry, and real literature, at this point where they should be begun. The study of languages, especially of modern languages, should be begun in a practical way before children have passed the time when they can learn in this way. This plan will also make it possible to introduce manual training, domestic science, and various forms of vocational work two years earlier than they are now begun. It is easy to see the advantage of this.

"4. Our secondary school work is now at a great disadvantage as compared with the work done in the Gymnasien and Realschulen in Germany, the Lycees of France, and the so-called public schools of England. By giving six years to the high school, the boys and girls who go to college may easily have, on admission to college, a much larger amount of mathematics, languages, and other subjects than they now have. I feel quite sure that by an arrangement of this kind and a little more care in the preparation and selection of teachers you may gain for most children two years in the twelve.

"5. The division of the high school into two sections of three years each will make easier a second differentiation of work at the end of the first three high-school years.

"6. At present only about one-fourth of the children enter the high school. The compulsory school age in most states corresponds quite closely with the elementary school period. Parents and children are thereby confirmed in the idea that the elementary education is all that is needed. Besides, the break between the elementary school and the high school at this time suggests leaving school and makes it easier. If the break came at twelve or thirteen the great majority of children would be in the high school, doing high-school work under high-school conditions, when reaching the limit of the compulsory attendance age. For this reason, I believe a much larger number of them would remain for more high-school work than now enter the high school.

"In many towns and in some cities the high-school buildings are now so few that many children must live inconvenient distances from them. The plan suggested would justify more high-school buildings and thus make them more convenient to all children."¹

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1. U. S. Commissioner of Education, City School Circular No. 30, March, 1914.

Prof. H. L. Miller, of the University High School, Madison, Wisconsin, a teacher of wide experience and a student of schools and school conditions, who has made a special study of the Intermediate School or Junior High School, has this to say regarding this type of school.

"The crucial problem raised in the Intermediate or Junior High School organization is a working distinction between elementary and secondary education. A redistribution of the eight grades and the four years of the high school without this conception has little validity. The six-and-six plan should carry a clear-cut purpose to the end of reorganizing and redirecting the work of each large cycle so that each period may be characterized as meeting institutionally definite aims. During the first six years the aim is elementary education; the second six years--secondary education with the possibility of further upward extension of two years in cities where the municipal college may be developed.

"Pupils in the secondary school should be given a type of school organization that will make possible individual treatment. Departmentalization of teaching, promotion by subject instead of by grades, differentiation in courses to meet individual capacities and needs, distribution of energy with reference to cultural and vocational aims as well as daily regimen, provision for social stimulations on a rational basis of physiological and psychological determinants--these ends are more easily attained under a 6-3-3 plan of organization. Local situations will determine the practical details. Whether the six year secondary school shall be regarded in two equal cycles of three years each, or as a 2-4 arrangement, or as a unit will depend upon school population and local control. The main issues can be emphasized in different ways.

"One further consideration is vital. Economy of time in education for pupils of ability merits attention. The 'wasted year' between 12 and 14 is a matter of far more concern than the 'wasted year' between 14 and 16 years of age. Modifications in the earlier years may be the means of eliminating the later maladjustment.

"Six years of elementary education for common school ends, in which all children are trained essentially alike, developing the common knowledges and creating the common sentiments, gaining mastery of the tools of learning, etc.;

six years of secondary education providing such flexibility as will bring about differentiation to meet individual needs and abilities, with a clear sense of the psychology of secondary education, moving forward definitely in the development of powers to think, to organize facts under general guiding principles, to use the tools of learning in the organization of experience through self-initiative and self-control,--this is a partial distinction between elementary and secondary education which seems to run toward the object of our common goal in American education."¹

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1. Miller, H. L., Correspondence, March 6, 1914.

(2) The Advantages and Opportunities

Offered by the Intermediate School or Junior High School.

Advantages and opportunities may be very similar, but not always. The two are embodied here because of the close relationship. The following are the advantages and opportunities of the Intermediate School as advanced by the advocates of this plan of reorganization. Some of them are discussed more in detail under other chapters.

1. The Course of Study. There is only one course of study for the seventh and eighth grades. This charge cannot be brought against the Intermediate School. Either several curricula are offered, serving the needs of at least three classes of pupils, or a selection of studies under a unit plan. The unit plan provides a group of constants for all pupils and a restricted zone of variables out of which one (or possibly two studies in the ninth grade) may be chosen.

Under the proposed arrangement, the three classes of pupils considered are, (a) those who expect to attend a regular high school, and possibly college; (b) those who intend to enter a vocational high school; (c) those who intend to discontinue school as soon as they are legally exempt from further school attendance. These different classes should be able to select an outline of work suitable to their present and future needs. Each child should be able to find himself, and it may be said that no greater service can be rendered the child by the public school.

Courses of study may be made to articulate closely with

the courses in the high school and vocational schools that follow so that the pupils graduating from the Intermediate School may do profitable advanced work. Systematic vocational guidance, advising and directing the pupils in selecting their future pursuits, is of great value. The elementary school and its methods of today may be suited to children below the seventh grade, but they are surely not suitable to adolescents or to those nearing that period.

The non-essentials are eliminated from the elementary curriculum, repetitions minimized, and a definite aim assigned to the elementary school and also to the secondary school.

2. Differentiation of Instruction for the Two Sexes.

The desirability of making the instruction of boys and girls different has been recognized for some time. As a result, courses in cooking and sewing for girls, and courses in manual training for boys have been introduced into our schools. Separate classes in physical training is another evidence of this feeling. The Intermediate School affords ample opportunity to carry this differentiation to all needs of the two sexes.

3. Classifying Pupils as to Ability.

The opportunity of classifying pupils according to ability seems a great step toward breaking up the lock-step movement, so characteristic of the present elementary school, and making it possible for every child to work at all times up to his capacity. There are classes in which some pupils have too much

to do, others are kept comfortable busy, while still others have too little to do. A reclassification of these pupils, placing each division in a separate class, will enable all to work to their fullest capacity.

Pupils are thrown upon their own resources and responsibilities, under proper guidance, thereby making them more independent thinkers. They naturally develop more self-initiative. Individual development is encouraged by organizing small classes and through a broader curriculum increasing the number of opportunities for self-expression.

4. Departmental Teaching. The departmental plan intensifies professional advancement; forces instruction as per time schedule on the daily program; favors instruction by teachers especially qualified; introduces the pupil to high school methods earlier, for as it now is, the change is too sudden and too violent and at the wrong time and place; makes possible for the pupil to take work with one teacher giving continuity of work with better class preparation and devices; prohibits the teaching of favorite subjects at the expense of others. The interest of the pupils is aroused because the teachers are specialists in certain lines and can inspire them. The variety of interests gives opportunity for good order, minimizing the need for discipline. Under regular grade-school conditions, departmental teaching can not reach its highest efficiency.

5. Promotion by Subject instead of by Grade. One of the sins charged to the present elementary school is the

near-necessity of compelling a pupil to repeat the work of a grade, if he fails to pass in one or two subjects. The opportunity is given, in the Intermediate School, to repeat only the work in which the pupil is deficient thereby breaking up the grade promotion now in vogue in the elementary school. It is also more economical in money and time spent. Every repeater means added expense to the community. As to economy of time, "Under a well-organized system of intermediate schools, children will finish the ninth grade at least a year ahead in development, possession of knowledge, and the power to acquire it, of the ninth-year pupil under the present plan."¹

6. Subjects Taught at Proper Time. The subjects are taught when the mind of the child is best fitted to master them. Those subjects depending upon mechanical memory are taught when memory is at its height, or when the child is most inclined to use through willingness or the feeling of satisfaction given that power; those needing reason, being deferred until later when reason holds sway over memory. Foreign languages and kindred subjects are therefore introduced in the seventh grade.

7. Articulation Logical. Shifts in the school course are placed at the most natural and least dangerous points, economically, legally, educationally, physiologically, and

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1. Francis, J. H., A Reorganization of our School System (N. E. A., 1912), p. 369.

psychologically, at the end of sixth and ninth grades, thereby rendering less fatal the transition from the maternal one-teacher regime to departmental teaching and high school methods.

8. Laggards Assisted. It will assist in solving the problem of the laggard in our schools, by holding longer in school the larger boys and girls. Separate classes may be organized especially for them. If a child is held over the compulsory school period, he is more likely to find himself and choose wisely some occupation for which his taste and talents fit him, or deferring his choice still longer, he may, in the meantime, secure a high-school education.

9. The Influence of Personality. Personal influence of teachers is an important factor. The positive influence of strong teachers will offset the negative influence of a weak teacher. More boys and girls may be reached because of the probability of congeniality between teachers and pupils. This gives also the opportunity for the influence of men-teachers earlier in the lives of the children, allowing of both the feminine and the masculine viewpoints, which are quite essential to proper mental growth.

10. Waste Eliminated. It tends to eliminate waste, both of teachers and equipment, and therefore in operation, makes possible better education at no greater, possibly less, expense per capita. Well-equipped shops, sewing-rooms, cooking-rooms, art and mechanical drawing-rooms, science laboratories, commercial-rooms, music halls, gymnasiums, and

auditoriums may be had, and run at their full capacity and usefulness, which is not possible under the grade plan.

11. Conservation. It appears that six years is time enough to devote to the elementary school for the mastery of the arts. This is a gain of two years and the saving of many pupils. The seventh and eighth grades repeat much work of the lower grades. The Intermediate School concerns itself chiefly with those pupils who can not remain in school throughout the remaining three years. A better grading of classes results. Hand work is facilitated for trade-apprenticeship, trade-schools, and continuation schools. It should displace the graded schools and the small high schools in the villages and small cities.

12. Adolescent Safety-Valves. At the age of twelve or fourteen, there comes into the life of boys and girls certain physiological and nervous changes, nearly transforming them from the individuals they once were into another--for better or for worse--than the old self. This is the dawn of adolescence, that period of the child's life so little understood by parents and teachers; that period that demands a change in the child's environment. His nature demands more freedom, liberty, and elbow-room than he is given in the ordinary seventh and eighth grades, hence he craves the larger liberty of the high school or the obligations of business or the call of the wild. He wants companionship, sympathy, appreciation; he has a new hunger, a silent begging for knowledge along various lines, and especially concerning repro-

duction in animals. A larger student-body acquaintanceship, change of teachers and elementary science will aid in satisfying these demands. The child has self-initiative, and there will be abundant opportunity for him to develop it. He loves adventure, and if the school does not give him the experience, he leaves the school impelled by the same force that drives the nestling from the nest--the longing for liberty and freedom and the desire to do. The inability of the average elementary-schoolteacher, often the high-school teacher, to deal justly with boys at this critical period of school life, is one cause of so few boys graduating from our high schools. Discovering the bad points of the adolescent boy has not the merit that discovering his good points and quietly commending him for his endeavor has. He responds heartily if treated as an equal.

The various societies, self-government bodies, and similar organizations of the Intermediate School give sufficient avenues through which the child's energies may be directed along legitimate channels for the expression of spontaneity, and for the exercise of initiative, judgment, and self-direction. These are the things he desires; they are the things he can not have in the elementary school. The gap is too great, the gorge is too deep between the eighth grade and the first year of the high school. The Intermediate School will prepare him for the ways of the high school before the physiological and nervous changes are fully upon him. He is ready to do better; he succeeds.

(d) The Small High School.

In the small cities and villages, a serious question generally arises as to the form of school to be maintained. It frequently happens that the per capita cost is so high that both the elementary school and the high school cannot be supported sufficiently to give the highest efficiency to both. This results in a low state of efficiency to one or the other, or both.

The social and economic conditions may be so that the boys and girls drop out of school before graduating either from the elementary or the high school.

A school must be patronized and supported in order to be successful. In either of the above cases, it would seem that a good, strong school covering grades seven to nine or ten inclusive, in which one language and general science are extended down into the seventh and eighth grades is more preferable to weak grade or high-school work. A unified course of three years--seventh, eighth, and ninth--is much better than two years in the grades--seventh and eighth--and one--the ninth, in the high school. It might be an easy matter to carry the pupils through the tenth grade if they survive the ninth, provided they are not sitting out time, waiting for the compulsory education period to pass.

By this arrangement, the children will be able to get three or four years of unified work. If economic conditions make it imperative for them to quit, they will be better prepared to meet the problems of life than if they drop by the

wayside during the high school course. They will have completed something definite.

It will be more economical, and better school efficiency will result, for the school district to have a good Intermediate School course and to pay a strong High School in another city for the advanced high-school training of the few boys and girls who wish the remainder of the secondary-school work than to try to maintain a weak high school.

The so-called graded schools, those having the ninth grade, may profitably adopt the Intermediate School plan, and offer a differentiated program in the upper three or four grades,--one that will attract the boys and girls, keeping them from truancy and idleness, saving them to the school, to society, and to the state.

It often happens that the upper classes of the grammar school are small or uneven in numbers. By having an interesting program of studies, the classes may be equalized. Every community insists on the maintenance of the seventh and eighth grades, whether the classes are large or small in number.

To show the extent of the small high-school proposition, the following data may not be out of place: 36.6% of the public high-school students of the United States are enrolled in schools employing from one to three teachers. 74% of the high school students of Nevada, 31% of those of Wisconsin, 15% of Utah are attending high schools having one to three teachers. 92% of the high schools of Nebraska, 92% of Ore-

gon, 58% of Wisconsin, and 44% of California have from one to three teachers.¹

It thus appears that the small high school is a larger problem than many suppose, at least it deserves careful consideration.

1. Thorndike, Edward L., A Neglected Aspect of the American High School, School Review (March, 1907), Vol. 33, p. 254.

CHAPTER II.

THE PSYCHOLOGICAL ASPECT.

(a) Physical, Mental, and Moral Changes and Characteristics
at Twelve to Fifteen Years of Age.

The adolescent period begins in boys about the age of twelve, in girls about a year earlier, and extends far into the twenties, varying greatly in individuals, being affected by climate, native stock, etc. It is characterized by many changes--physical, mental, and moral. These changes are usually greatest during the period from twelve to fifteen years, or about the early ages of high-school enrollment, and need special attention.

(1) Physical Changes. This period is marked by very rapid annual rate of growth in height, weight, and strength, often doubled when compared with previous years.¹ Bones and muscles lead all other tissues.² Diseases characteristic to childhood are not so prevalent, but diseases to which adults are liable begin to appear.³ The voice changes, sex organs function, high nervous voltage exists--resulting in uncertain adjustments.

(2) Mental Changes. Passive attention, so characteristic of the formative period,⁴ is displaced by voluntary at-

1. Hall, G. Stanley, *Adolescence*, Vol. I., p. XIII., also Vol. I., Chapter I. (New York, 1904).

2. *Ibid.*, Vol. I., Chapter II.

3. *Ibid.*, Vol. I., Chapter IV.

4. Bagley, W. C., *The Educative Process*, Chapter XII. (New York, 1910).

tention, based largely upon acquired interests. The child, through curiosity often, wants to know just for the sake of knowing. He becomes interested in adult life and industries, and his future may depend upon how these interests are directed. Through attention and the feeling of satisfaction in doing, tasks are accomplished.

(3) Moral and Social Emotions. Social ideals undergo radical changes. There is a religious awakening, a period of conversion on one hand, and a strong tendency toward criminality on the other. A revulsion toward home and school, moral perversities, truancy, and runaways abound.¹

(4) Individual Differences and Variability in Rate of Development. Individuals differ in the physical, mental, and moral changes, depending upon sex, age, environment, inheritance, etc. The rate of development may also differ in the above, together with physical and mental conditions, method of approach, previous training, interests, etc.

(b) Bearing of these facts

on school organization and curricula.

It seems much better for the child to be adjusted in his secondary school life before the physiological and nervous changes are thrust upon him. This superfluous energy should be directed into legitimate channels, and may be the means of saving the child to the school.

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1. Hall, G. Stanley, *Adolescence*, Vol. II., Chapter XV., (New York, 1904).

The period of plasticity in the human being is limited, and it is quite essential that every important and requisite form of training should fall within this period. It is contended that subjects, in which a large acquisition of facts is necessary, are more profitably taken up at the age of twelve than fourteen.¹ That is to say, those subjects in which the memory process is largely employed should be assigned in the curriculum to that period of life in which memory and the desire to do are most prominent, and those subjects in which reason holds sway should be assigned to a later period. Foreign languages, German, French, Latin, and Spanish, general science and elementary mathematics should be begun at about the age of twelve.

Care must be exercised to introduce these secondary subjects in a sufficiently elementary form as to make cramming unnecessary. Foreign languages should be studied by means of conversation and personal interest. They will be more efficient and less artificial than when treated with grammar as the basis. Latin may clarify the technicalities of English grammar. Algebra may serve as a review of Arithmetic and also prepare for the abstractions of the mathematics which follow. Notebooks may be carefully corrected in both form and subject matter, thereby correlating the work with the English department. The laboratory of the ele-

1. Suzzallo, Henry, Preliminary Report of the Committee on Economy of Time in Education (N. E. A., 1911).

mentary science will create a new and valuable interest, and may become the means of the child finding himself.

For psychological reasons already stated, Intermediate Schools are established in various cities. For these reasons the foreign languages and sciences are introduced into their curricula. It is felt that not only is it best for the child to have this earlier adjustment with new studies, but that time and energy are saved by such an arrangement.

(c) Economy of Time and Energy.

That considerable time and energy are sacrificed in the present elementary-school is the belief of many. It is believed that the fundamental facts, habits, attitudes and ideals demanded by the general needs of our civilization can be fixed in the nervous system of the child in six school-years.¹ It is quite true that the two last years of the elementary-school curriculum contain amplified studies, i. e., subjects in the lower grades are repeated in the seventh and eighth grades, but rehashed, enlarged upon, and some parts eliminated. Time would be saved if we would, by some manner of means, teach children the things adapted to their stage of development, and refrain from teaching those things that they already know or cannot assimilate. There is considerable testimony to the effect that there is no need of taking eight years to acquire the knowledge of arith-

1. Suzzallo, Henry, Preliminary Report of the Committee on Economy of Time in Education (N. E. A., 1911), p. 225; also U. S. Bureau of Education, Economy of Time in Education, Bulletin, 1913, No. 38, pp. 23-25.

metic now gained in the elementary school. The same may be said of other subjects. It is charged that thirty per cent. of the elementary-school time is employed in the process of learning to read; and twenty per cent. on the formal process of learning to spell,¹ and often neither is learned well. This appears to be an unjust division of time.

The United States Bureau of Education sent out a questionnaire, one question of which was, "Is there important waste of time in elementary education?" The following is a summary of the replies:

Lack of medical inspection of school children.
 Unmotivated and ineffective reading, writing, arithmetic, and geography.
 Covering unimportant and impractical topics.
 Needless and multiplication of the topics taught.
 Hopelessly expending energies upon nonessentials.
 Scattering of pupil's resources.
 Routine practice, odds and ends, "fads and frills," generally.
 Lack of great, strong, enthusiastic, educated teachers.
 Lack of enlightenment regarding the ideals at which education aims.²

An educational system that would be truly democratic must provide that variety of educational opportunity which is needed to minister to the wants of all classes.

Under our present system, pupils attend the same elementary schools and pursue the same curriculum whether they want to go to college or enter practical life at the end of

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1. Morrison, Gilbert B., Report of the Committee on an Equal Division of the Twelve Years in the Public Schools between the District and High Schools (N. E. A., 1907)p. 706.
2. Suzzallo, Henry, The Report of the Committee of the National Council of Education on the Economy of Time in Education, U. S. Bureau of Education, Bulletin, 1913, No. 38, p. 87.

the elementary course. Whether they are gifted or retarded, the same educational prescription is generally measured out to all regardless of individual abilities and differences. There is little opportunity for a much-needed early differentiation of subject-matter that will meet individual or class needs. Uniformity is written everywhere, yet uniformity is not one of the merits of democracy nor one of the essential characteristics of a democratic system of education. With the elementary school terminating with the sixth grade and the promotion by subject, instead of by grade, in the seventh and eighth grades, a long, lasting step toward the economy of time will have been taken.¹

There is no good reason why all seventh and eighth-grade schools of the same city should pursue exactly the same course of study--running all the children through the same intellectual hopper. There seems to be no good reason, provided the buildings are conveniently located, why industrial education should not receive special emphasis in some seventh and eighth grades; in schools composed principally of foreigners, learning the use of the English language; in others, studies that will best prepare them for higher education. This means an earlier differentiated program of studies than the school now gives. In this way, the pupil

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1. Suzzallo, Henry, The Report of the Committee of the National Council of Education on Economy of Time in Education, U. S. Bureau of Education, Bulletin, 1913, No. 38, p. 41.

might be able to see the immediate application of his school work to his daily life, and be able to find himself sufficiently early.

To another question, "Should the period of elementary education be shortened? Where and how?", of the questionnaire referred to on page 44, the following is a summary of the replies:

1. More careful pruning of the elementary program of studies.
2. Making distinction between first-rate facts and principles and tenth-rate.
3. Casting out worthless rubbish.
4. Not trying to teach everything that is good.
5. Sticking to the elements of the subject.
6. Pruning and vitalizing subject matter.
7. Confining period of elementary education to mastering the tools of education.
8. Putting less time on formal reviews.
9. Not teaching content studies with the method suitable to the formal subjects.
10. Using industrial or manual training to vitalize academic instruction.
11. Separating the brighter pupils destined to a profession and securing concentration and continuous progress.
12. Introducing secondary school-work in the higher grades.
13. Not over-emphasizing military and political details in history.
14. Following social and concrete interests.
15. Fitting the course of study to the individual.
16. Teaching children relations of what they are doing to ends that they desire to reach.
17. Beginning the study of foreign languages, elementary algebra, constructive geometry, and elementary science, thus saving one or two years of the high school.¹

It appears that these answers group themselves into three divisions, somewhat overlapping at times,--social, answers 13 and 14; psychological, answers 15, 16, and 17;

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1. Suzzallo, Henry, The Report of the Committee of the National Council of Education on Economy of Time in Education, U. S. Bureau of Education, Bulletin, 1913, No. 38, p. 87.

pedagogical, the remainder of the answers. While the answers along social and pedagogical lines have been involved in discussions for some time, it is only within the last few years that the psychological phase, involved in answers 15, 16, and 17 have been considered of much importance.

In meetings, local, state and national, such subjects as the shortening of the elementary course of study, the enrichment of the course of study, the economy of time and energy, etc. are being discussed from a psychological point of view. There is no unanimity of opinion resulting from much of the discussion thus far, but, in time, equilibrium may be established in the school system.

CHAPTER III.

THE PEDAGOGICAL ASPECT.

(a) Curricula and Courses of Study.

It is contended that the curriculum of the elementary school needs enrichment and reconstruction. To accomplish this, useless material should be eliminated and useful and appropriate material should be incorporated. However, much care should be exercised in judging the relative values of studies. Quantity will not suffice for quality. The reconstruction must necessarily involve the content of material and the element of time.

That children can master in the first six school-years the essential facts and subject matter necessary for secondary instruction is believed by many, and for that reason the six-year articulation is proposed. During the next three years, for reasons already mentioned, the curriculum of the Intermediate School, or lower cycle, should contain those subjects useful to the pupil's future life. Some studies such as the foreign languages, should lap over into the upper cycle, or the Senior High School. Although it is more or less of a unit or whole, in the lower cycle, a larger and more complete whole is developed by taking the work of the upper cycle. It might act as a stimulus to retain pupils through the advanced work. English should be required each year. Algebra may be taken up in the higher eighth or lower ninth, or be assigned to the upper cycle.

It will be noted by the following curricula that some

of the former secondary studies have been extended downward into the seventh and eighth grades, e. g., the foreign languages--Latin, German, French, and Spanish--are so treated; so likewise are general science and algebra. The whole course of study has been made more humanistic in character.

Following are the curricula for the Intermediate or Junior High School for Columbus, Ohio; Los Angeles, California (San Pedro and Wilmington being a part of Los Angeles City); Berkeley, California. The curricula differ, depending upon the object sought and the internal conditions of the school.

Curriculum of Junior High School, Columbus, Ohio.¹

Seventh Grade		Eighth Grade		Ninth Grade	
Periods weekly		Periods weekly		Periods weekly	
Reading	3-5	Reading	3-5	English	5
Classics	2	Spelling	2-4	Latin or German	5
Spelling	3-5	Writing	2-4	Elementary science,	
Writing	2-5	Mathematics	3-4	two months; Phy-	
Arithmetic	4-5	Grammar	4-5	sical Geography,	
Grammar	4-5	Geography, inci-		the remainder of	
Geography, inci-		dently in con-		the year	5
dently with		nection with		Drawing	2
History	4-5	U. S. History	4	Algebra	5
Physical Culture	2-5	Elementary Civics	1		
Drawing	2	Physical Culture	4		
Manual Training	2	Drawing	2		
Music	2	Manual Training	1-2		
Physiology and		Music	2		
Hygiene	1	Physiology and			
German	3-4	Hygiene	1		
		German	3-5		
		Latin (may be ta-			
		ken by exception-			
		ally strong pu-			
		pils)	5		

1. Columbus, Ohio, Thirty-ninth Annual Report of the Board of Education, August, 1912, p. 174.

Curricula of the Intermediate Schools, Los Angeles, Cal.¹

General Course.

Seventh Year	Eight Year	Ninth Year
Required Subjects	Required Subjects	Required Subjects
English	English	English
Arithmetic	History and Civics	Physical Training
Geography B7	Physical Training	Music or Oral English
History A7	Oral English B8	
Physical Training	Music A8	
Music	Physiology and Hygiene	
Drawing	Manual Training:	
Penmanship	Girls: Cooking	
Manual Training:	Sewing	
Girls: Cooking	Boys: Woodwork	
Sewing		
Boys: Woodwork		
Select one	Select two	Select three
French	French	French, German, Spanish, or Latin
German	German	Bookkeeping
Spanish	Spanish	Stenography
Latin	Latin	Algebra
Bookkeeping	Bookkeeping	Commercial Arithmetic
Stenography	Stenography	Ancient History
	Algebra	General Science
	Drawing, Freehand or Mechanical	

Note; Two languages may be selected only by permission.

1. Courses of Study for High and Intermediate Schools of the Los Angeles City School District, 1913-'14, Chapter VI.

Curricula of the Intermediate Schools, Los Angeles, Cal.

Commercial Course

Seventh Year	Eight Year	Ninth Year
Required Subjects	Required Subjects	Required Subjects
English	5:English	5:English 5
Arithmetic	5:History and :Civics	:Commercial Arith- 5:metic 5
Bookkeeping	5: :Bookkeeping	5:Bookkeeping 5
Stenography	5: :Stenography	5:Stenography 5
Penmanship	2: :Penmanship	2:Physical Training 2
Geography B7	5: :Physiology and	: 5
History A7	5:Hygiene	2: 5
Physical Training	1:Physical Training	2: 5
Elective Subjects	Elective Subjects	Elective Subjects
Pupils <u>may</u> select one of the following:	Select one: of the following:	Select two of the following
French	5:French	5:French 5
German	5:German	5:German 5
Spanish	5:Spanish	5:Spanish 5
Music and Manual Training	:Algebra 6: :Oral English, B8 :and Manual Training:	5:General Science 5 : :Algebra 5 6:Penmanship 5 : :Music, A8, and :Manual Training 6:Training, or Oral : :English and Manu- :al Training 6

Note: Two languages may be selected only by permission.

Curricula of the Intermediate Schools, Los Angeles, Cal.

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			: Vocational Course :		
-----			-----		
Seventh Year	:		Eighth Year	:	Ninth Year
Required Subjects	:		Required Subjects	:	Required Subjects
English	5:	English	5:	English	5
Arithmetic	5:	Manual Training	:	Manual Training	
Geography B7	5:	Girls: Cooking	5:	Girls: Cooking	10
History A7	5:	Sewing	5:	or	
Physical Training	1:	Boys: Woodwork	10:	Boys: Woodwork	10
Music	2:	Drawing	5:	Drawing	5
Drawing	2:	Girls, Freehand	:	Girls, Freehand	
Penmanship	2:	Boys, Mechanical	:	Boys, Mechanical	
Manual Training	:	Physical Training	2:	General Science	5
Girls: Cooking	2:	U. S. History	5:	Physical Training	2
Sewing	2:		:		
Boys: Woodwork	4:		:		
Elective Subjects	:	Elective Subjects	:	Elective Subjects	
Select one	:	Select one	:	Select one	
of the following	:	of the following	:	of the following	
French	5:	French	5:	Ancient History	5
German	5:	German	5:	French	5
Spanish	5:	Spanish	5:	German	5
Latin	5:	Bookkeeping	5:	Spanish	5
Bookkeeping	5:	Algebra	5:	Bookkeeping	5
Stenography	5:		:	Algebra	5

Note: Two languages may be selected only by permission.

Curricula of the San Pedro Intermediate School.¹

Seventh Year

General Course		Commercial Course		Vocational Course
English	5:			
Arithmetic	5:	Same as General Course		Same as General Course
Geography B7	5:			
History A7	5:			
Music	2:			
Drawing	1:			
Penmanship	2:			
Manual Training				
Girls: Cooking	2:			
Sewing	2:			
Boys: Woodwork	4:			
Physical Training	2:			
Select one				
French	5:			
Spanish	5:			
Bookkeeping, Com- position and Spelling	5:			

1. Courses of Study for High and Intermediate Schools of
the Los Angeles City School District, 1913-'14, Chapter VI.

Curricula of the San Pedro Intermediate School.

Eighth Year

General Course	Commercial Course	Vocational course
English	English	English
History and Civics	History and Civics	Arithmetic
Oral English B8	Bookkeeping	History and Civics
Music A8	Stenography	Drawing:
Manual Training	Penmanship	Girls: Freehand
Girls: Cooking	General Science	Boys: Mechanical
Sewing	(including two periods of hygiene)	Manual Training:
Boys: Woodwork	Physical Training	Girls: Cooking
Arithmetic B8		Sewing
Arithmetic or Algebra A8		Boys: Woodwork
General Science (including two periods of hygiene)		Hygiene
Physical Training		Physical Training
Select one	Select one	
French	French	
Spanish	Spanish	
Latin	Latin	
Bookkeeping	Oral English B8	
Stenography	Music A8 and	
Drawing:	Manual Training	
Freehand or Mechanical		

This is followed by the regular four-year-course high school.

Curricula of the Wilmington Intermediate and High School.¹

B7

Commercial	Literary	Scientific	
Language, Spelling	2: Language, Spelling	2: Language, Spelling	2
Reading, Literature	3: Reading, Literature	3: Reading, Literature	3
Geography	4: Geography	4: Geography	4
Colonial History	3: Colonial History	3: Colonial History	3
Arithmetic	5: Arithmetic	5: Arithmetic	5
Stenography and Typewriting	5: Spanish or German	5: Spanish or German	5
Spanish or German	5: A7 same as B7		

B8

Language, Spelling	2: Language, Spelling	2: Language, Spelling	2
Reading, Literature	3: Reading, Literature	3: Reading, Literature	3
U. S. History and Civics	5: U. S. History and Civics	5: U. S. History and Civics	5
Commercial Arithmetic	5: Commercial Arithmetic	5: Commercial Arithmetic	5
Stenography and Typewriting	5: Oral English	5: Oral English	5
Spanish or German	5: Spanish or German	5: Spanish or German	5

A8 same as B8

1. Courses of Study for High and Intermediate Schools of the Los Angeles City School District, 1913-'14, Chapter VI.

Commercial	Literary	Scientific
English	English	English
Commercial Arithmetic	Algebra	Algebra
Spanish or German	Spanish or German	Spanish or German
Physiography or Greek History	Greek History	Physiography
Stenography and Typewriting	Freehand Drawing	Freehand Drawing
Manual Training or Domestic Science	Manual Training or Domestic Science	Manual Training or Domestic Science

Same as B9 except	: Same as B9 except	:							
Roman in place of	: Roman in place of	:	Same as B9						
Greek History	: Greek History	:							

SPECIAL COURSE			
English	5:	English	5
Spanish or German	5:	Spanish or German	5
History or Botany	5:	Medieval or Modern History	5
Bookkeeping	5:	Geometry	5
Stenography and Typewriting	5:	Mechanical or Architectural Drawing	2
*Manual Training or Domestic Science	2:	Chemistry	2
		*Manual Training or Domestic Science	2

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Curricula of the Wilmington Intermediate and High School.

A10

Commercial	Literary	Scientific
Same as B10 except Zoology in place of Botany.	Same as B10.	Same as B10 except Zoology in place of Botany.

B11

Commercial English	5:English	5:English	5
Commercial Law	2:Solid Geometry	5:Physics	5
Spanish or German	5:Spanish or German	5:Spanish or German	5
U. S. History and Civics	5:U. S. History and Civics	5:U. S. History and Civics	5
Stenography and Typewriting	2:Drawing and Painting	2:Solid Geometry and Trigonometry	5
Manual Training or Domestic Science	2:*Manual Training or Domestic Science	2:Mechanical or Architectural Drawing	2
		2:*Manual Training or Domestic Science	2

All same as B11.

*Electives.

This course is so arranged that a student can finish the first year of high school work in the 7th and 8th grades. Periods in the 7th and 8th grades are thirty minutes long.

Manual Training, Domestic Science, and Penmanship are required in the 7th and 8th grades.

Music, Drawing, and Hygiene in the 7th and 8th grades follow the Course of Study of the Elementary Department.

Curricula of the Intermediate Schools, Berkeley, Cal.¹

Seventh Grade		Eighth Grade		Ninth Grade	
Required	Pds.	Required	Pds.	Required	Pds.
English	10	English	10	English	5
Language	:	Language	:	Language	:
Composition	:	Composition	:	Composition	:
Spelling	:	Spelling	:	Spelling	:
Reading	:	Reading	:	Reading	:
Literature	:	Literature	:	Literature	:
Geography and	:	American History	:	Pacific Coast	:
World History	:	and Citizenship	5:	History	5
through Biog-	:		:		:
raphy	5:	The Arithmetic of	:	Music and Chorus	2
	:	the Household and	:		:
The Arithmetic of	5:	of Trade	5:		:
Measurements	:		:		:
	:	Sewing or Manual	:		:
Cooking or Manual	:	Training	2:		:
Training	2:		:		:
	:	Freehand Drawing	2:		:
Freehand Drawing	2:		:		:
	:	Music and Chorus	2:		:
Music and Chorus	2:		:		:
	:		:		:
Optional	:	Optional	:	Elective	:
French--beginning	5:	French--continued	5:	French--begin. or con.	5
	:	German--continued	5:	German-- " " "	5
German--beginning	5:	Latin--continued	5:	Latin-- " " "	5
	:	Spanish-- "	5:	Spanish-- " " "	5
Latin--beginning	5:		:	Algebra	5
	:	Printing Arts	5:	Freehand Drawing	5
Spanish--beginning	5:		:	Elem. Household Arts	5
	:		:	" " Science	5
Printing Arts	5:		:	Manual Arts	5
	:		:	Printing Arts	5

1. Course of Study, Intermediate Schools, Berkeley, Cal.,
1913-'14, pp. 2,3.

Notes:¹

1. The periods are forty minutes long. In those subjects which require preparation outside the recitation, five periods per week for a year constitute a course, for which one credit is given. In other subjects, five double periods per week are required for the full credit. When single periods are devoted to such subjects, one-half credit only is given.

2. A grammar school diploma is issued when a pupil has finished the required seventh and eighth grade course.

3. Any one of the optional subjects taught in the school may be substituted for one-half of the required work in English, except in the 9th grade.

4. Pupils who complete any course in addition to the amount required for a grammar school diploma will be allowed credit for such work toward graduation from the high school.

5. To enter the Berkeley High School, a pupil must have secured a grammar school diploma and at least three high school credits. These credits must represent a full year's work in each subject and not an addition of half credits.

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1. Course of Study, Intermediate Schools, Berkeley, Cal., 1913-'14, p. 3.

The following is a comparison of the courses in German in the seventh, eighth, and ninth grades in the Intermediate Schools at Los Angeles, Cal., and at Berkeley, Cal.:--

Los Angeles.¹

A student who has completed the three years' course in the Intermediate School may continue his foreign language for two more years in the High School. The High School course extends throughout four years.

Berkeley.²

German--Seventh year (Intermediate School). Five periods a week; credit 5 hours.

Preparatory:--

Drill in accurate pronunciation of vowels and consonants.

Printed and written alphabet.

Conversation:--

Schoolroom, home, family, body, dress, animals, daily tasks.

Expressions of greeting and farewell, at table, at play.

Seasons with wall pictures, such as Holzel's "Spring" and "Summer."

Grammar:--

No formal lessons in grammar are to be given here. Such constructions as the following are to be developed inductively in conversational material, as is done in Drey-spring's "Easy Lessons."

B7 (German I.)

Pronunciation is taught largely by imitation. There is much oral work in connection with pictures and objects within the schoolroom. The material in the reader is developed orally by the teacher. Questions and answers by both teacher and pupils serve to fix the vocabulary and sentence structure. The memorizing of songs and simple

First Term:--Low Seventh.

Dreyspring's "Easy Lessons."

Declension of article, personal pronoun, noun, adjective in singular, verbs in present indicative singular, prepositions governing dative and accusative.

Reading:--

Foster's "Geschichichten und Marchen;" 9 lessons, writing and composition.

1. Course of Study for the High and Intermediate Schools of the Los Angeles City School District, 1913-'14, pp. 72-75.
2. Course of Study for Intermediate Schools, 1913-'14, Berkeley, Cal., pp. 24,25.

Los Angeles.
(Continued).

poems is an important part of the work. No formal lessons in grammar are attempted, but the following points are developed inductively from conversational and reading material: Declension of articles and nouns; present, past and indicative of verbs; the inverted order. Dramatization. Script. Written work consists of simple sentences copied and written later from memory, answers to questions, and the filling out of blanks.

A7 (German II.)

Continuation of the work of the first semester. The following grammatical points are developed: Declension of nouns and pronouns; use of the common prepositions with the dative and the accusative. Conjugation of verbs in present and perfect tenses. Texts: Gronow, Jung Deutschland, Ginn & Co.

B8 (German III.)

Oral work is still the most important part of the instruction. The stories read are retold and dramatized. Poems are memorized. There should be a constant review of the grammatical principles learned, and the following new points are developed: the common preposition with the dative or accusative; conjugation of weak and of the most common strong verbs in the active indicative; written work consisting of sentences and paragraphs based on the conversational

Copy letters, words and sentences from modal script.

Written exercises from conversation lessons, such as filling blanks.

Second Term:--High Seventh.

Dreyspring. Plural of articles, personal pronouns, nouns, adjectives, verbs, and prepositions continued. Foster's "Geschichten und Marchen" completed.

German--Eighth year (Intermediate School). Five periods a week; credit 5 hours. Conversation:--

Elaboration of materials in German 1A. Lessons on seasons continued with wall pictures, such as Holzel's "Autumn" and "Winter."

Grammar.

First Term:--Low Eighth.

Still inductive. Prepositions continued, strong and weak verbs in present, imperfect, and future active, indicative, including modals. Reading: "Till Eulenspiegel." Writing and Composition:

Los Angeles.
(Continued).

lesson and illustrating the grammatical points studied.
Texts: Gronow, Jung Deutschland, Ginn & Co.
Grimm, Marchen, Heath & Co.

A8 (German IV.)

Work similar to that of B8. Conversation, dramatization and memorizing poems, the grammar work not included strong verbs in the active indicative; subjunctive forms which are used in ordinary conversation; work order is further developed; omission of "wenn" and "dass."

Texts: Spanhoofd, Elementarbuch der Deutschen Sprache, Heath & Co.

Walter Krause, First German Reader, Scribner's.

B9 (German V.)

Texts: Spanhoofd, Elementarbuch der Deutschen Sprache, Heath & Co.

Drei Kleine Lustspiele, Heath & Co.

A9 (German VI.)

Texts: Spanhoofd, Elementarbuch der Deutschen Sprache, Heath & Co.

Mezger--Mueller, Kreuz und Quer.

Durch Deutsche Lande, American Book Co.

The work of the last year of the Intermediate School aims to review the first year's work of the High School and to cover as nearly as possible that of the second year in the High School.

Berkeley.
(Continued).

Sentences and paragraphs based on conversation lessons.

Second Term:--High Eighth.

Grammar: Prepositions concluded; verbs in compound tenses, active and passive indicative.

Reading: "Altes und Neues."

German--Ninth year, first half (Intermediate School). Five periods a week; credit 5 hours. Conversation: Trades and occupations developed with wall pictures and other illustrative material.

Grammar: Systematic review of grammar.

Text-book--Spanhoofd's "Deutsche Lehrbuch," fifty pages, to conditionals.

Reading: "Im Vaterland," 20 lessons. Memorizing of simple poems and dialogues.

Composition: Written exercises, based on conversation and reading.

German--Ninth year, second term (Intermediate Schools). Five periods per week: credit 5 hours.

Los Angeles.
(Continued).

Berkeley.
(Continued).

Conversation: Continuation of
course 3A.

Grammar: Spanhoofd's "Lehr-
buch" continued.

Reading:

"Im Vaterland" completed.

"Immensee."

(b) Changes in Methods of Study and Instruction.

The present eight-four plan of school organization makes the break in the child's education at a very undesirable point--the beginning of the period of adolescence, and without excuse breeds and fosters the maximum number of irreparable mistakes, a considerable number having already been given under the psychological treatment of the question.

The maternal idea appears in the elementary school in the present system, unless departmental teaching has been introduced within the last few years. How different is the one-teacher plan with familiar classmates and a regular daily round of studies to the system having new and various teachers, a shifting student-body, and a series of wholly new subjects. Under the former, the teacher generally looks after each pupil, tells him when to get his lessons, assists him in getting them, and is the guardian-angel controlling his conduct; under the latter, he has but little of this influence. It may be necessary for him to prepare his work with but little or no assistance from the teachers under whom he recites. Instead of the study-recitation schedule, unless his program is carefully arranged, giving him a study period just before each recitation, he must as a rule do home study.

The charge is made that too much supervision in the study room makes the pupil dependent upon a teacher. His initiative is destroyed; he becomes a follower, not a leader.

Under the one-teacher-one-room plan, if the pupil meets with difficulties, the source of information is close at hand to give assistance. The grade teacher is one of the few surviving persons of the age of specialization who is expected to know everything and teach still more. Not so under the high-school plan. It often happens that the pupil has for a study-room teacher one under whom he does not recite. She may not know his subject and is of no assistance to a stumbler, or he may be too timid to approach her. In either case, the result is disastrous to the pupil's progress. It is therefore the duty of the administrative forces to adjust things, getting the proper efficiency along the line of preparation of work. About one-third of the recitation period of the seventh and eighth-grade pupils should be devoted to the study of the lesson for the next day, the teacher giving such information as will enable the children to understand the work assigned.

It appears that these changes should come earlier in the child's life, at about twelve years of age, so that he can adjust himself to them. Under the present eight-four plan, the pupil is called upon to make the transition at a time when physiological and nervous changes are accelerated, and as the result is detrimental, as is shown in part by increased retardation and elimination in the schools in these years.

The methods of instruction must necessarily differ al-

so. From the question-and-answer method used in the grades, the pupils must adjust himself to the topical method used in the high school. The change is often too great. He is embarrassed, confused, and is rated by the average teacher as not being familiar with the subject under discussion. The teacher must not fail to realize that these boys and girls are immature. The subject matter in the seventh and eighth grades must be carefully considered and administered so that it may be thoroughly understood. Important things should be repeated. For reason before stated, it is contended that this change can be better accomplished two years earlier than now attempted, and with less mortality by far than now exists.

(c) Departmental Teaching.

The one-room one-teacher plan has its advantages and disadvantages. For the child below twelve years of age, it gives, without doubt, the form of mother-teacher care required for the pre-adolescent child. For the adolescent child, it has no place. He needs more freedom, more activity, and greater variety than is afforded in the elementary school.

Departmental teaching, with the changing from room to room, the freedom of movement between classes, the change of teachers, the various class-methods employed, the new friendships formed, the novelty of new subjects, the abundant opportunity for the development of initiative, the chance to train hand, head, and heart, will contribute to satisfy that longing desire of the adolescent, and bring valuable

results to any city which demands the best services of its teachers.

Adolescent boys and girls are entitled to learn from those who are masters of what they teach. The break between the grades and the high school is now too sudden and complete. The change should be more gradual, thereby decreasing the mortality in the first year of the high school. By extending the high-school plan of teaching down into the seventh and eighth grades, the children will become accustomed to these methods at the proper time, and it would have a wholesome effect upon the school system of mostly any city, decreasing its school mortality and increasing its school-efficiency.

The plan will give the pupils the advantage of being taught by teachers specially trained for the different branches, such as mathematics, geography, English, science, history, the gain coming from the better teaching that results from the adaptation of the teacher to the work for which he is best fitted and for which he has made special preparation. It does not mean, however, that the pupils will become specialists in this day of specialization.

It stand to reason that the teacher who is specially prepared, particularly adapted both by nature and education to teach a certain subject, can do more to interest his pupils in that subject than if required to attempt to teach several subjects for which he has had no special preparation. He is in position to devote more time to the preparation of

the subject or to two closely allied subjects, understanding their real essentials, than one who must divide his time among several unrelated subjects. Inadequate teaching is often due to inadequate preparation of the subject before presentation to the class.

The talented physicist can do more to arouse an interest in the laws and phenomena of nature than one not talented by nature, for such a teacher would only blight the natural interest of the child. The novice in the workshop is merely a figure-head, but the skilled mechanic commands the interest and respect of his pupils. Children respect talent; they admire the person who can do things. Hence the logic of this proposed early adaptation to the departmental teaching. Interest begets respect; respect begets love. Interest the child in the subject or personality, and respect and love will soon follow in its wake.

Departmental teaching and promotion by subjects in the seventh and eighth grades will lessen elimination and retardation to a large degree. It is no disgrace to be compelled to repeat a subject, through lack of talent for that subject, but it is not a desirable feat to repeat a whole grade simply because one does not have the talent for one particular subject of that grade. Recognition of individual differences in terms of adolescent demands is shown by the differentiation in curricula and the possible utilization of departmental teaching at an earlier age than heretofore.

Every teacher should be held responsible for good order

wherever he may be--in recitation, study room, and halls. The energies of the children must be properly controlled, and directed along legitimate channels. This may be done by the faculty, or by the students' self-government organization, dominated by faculty influence.

It is charged that the plan of organization of the Intermediate School gives opportunity for an undue amount of disorder in changing classes. It is also charged that the Intermediate School is the cause of immorality.¹

The departmental plan gives the children the advantage of daily contact with different personalities. A highly irritable teacher may cause considerable discontent among a roomful of children by all-day association with them. The effect of this association would not be so vitally felt in a system having frequent changes of teachers during the day. The result of sunny, congenial dispositions in other teachers will offset this bad influence, and have a stimulating effect on the children.

There is a time in the life of every adolescent boy and girl in which contact with the moral and manly influence of men-teachers is quite necessary. There may be such a thing as over-feminization of our schools. Men-teachers are a rarity in the elementary school. Departmental teaching may make it possible to pay larger salaries and attract more men

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1. Los Angeles Examiner, "The Intermediate Schools the Cause of Immorality," Vol. XI., No. 62, February 11, 1914.

to that kind of work. "We think that our plan for Junior High schools is not only efficient but economical. It enables us to have more men employed. Seventy-five per cent. of our High School teachers are men."

Furthermore, there are those pupils who will never enter the high school proper. To introduce to them departmental teaching through the seventh and eighth grades, or through the Intermediate School, will be extending to them privileges which otherwise would be impossible for them to embrace.

If the upper grammar grades are correlated properly with the high school work, through departmental teaching and efficient supervision, there will not be the necessity of the review of the eighth grade work in the first year of the high school, as is commonly given under the present plan. This is a waste of time and energy. It would add to the effectiveness of the system if teachers would familiarize themselves with one another's work. English should be required of all and mother tongue given explicit attention by all members of the teaching staff.

From the following report, it seems that a large majority of the superintendents reporting are in favor of departmental teaching, as the percentage of failures is less, more pupils enter high school; and the pupils do better high-school work than under the one-teacher plan. The reasons for and against departmental teaching are also submitted.

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1. Mills, Supt. J. M., Ogden, Utah; Correspondence, Nov. 3, 1913.

Under date of July 13, 1913, the U. S. Bureau of Education issued City School Circular No. 20 relating to Departmental Teaching in the Grades. The data were obtained through a questionnaire sent to superintendents in cities of 5000 population and over. The data follow:¹

Of 813 replies received, 461 report departmental teaching, some in all subjects and others in only a few. Not many have departmental teaching below the sixth grade and few favor it below the seventh, if there are eight grades in the elementary school.

It is usually stated that coordination is received chiefly by frequent conferences of teachers, close supervision, and detailed courses of study.

The following is a tabulation by States of replies to the principal questions.

	:Depart-:Is the per-:Do a larger:Are pupils				:mental :centage of :percentage :better able				:teach- :failures :enter High :to do High			
	: ing : less? : School? :School work?				: : : : : No : : No : : No				: : : : : Yes: No: Yes: No: data: Yes: No: data: Yes: No: data			
	: : : : :				: : : : :				: : : : :			
<u>Total</u>	461	352	240	78	143	250	61	150	302	34	125	
Alabama	5	2	1	2	2	1	2	2	3	...	2	
Arizona	2	1			2			2	1		1	
Arkansas		5										
California	17	6	10	2	5	9	2	6	11	2	4	
Colorado	3	3	2		1	2		1	2		1	
Connecticut	16	9	8		8	6	2	8	10		6	
Florida	1	3	1			1			1			
Georgia	3	11	1		2	1		2	1		2	
Idaho			4			4			4			

1. U. S. Bureau of Education, Departmental Teaching in the Grades, City School Circular, No. 20, July 13, 1913.

	Depart- mental teach- ing		Is the per- centage of failures less?		Do a larger percentage enter High School?		Are pupils better able to do High School work?				
	Yes	No	Yes	No	data	Yes	No	data	Yes	No	data
Illinois	33	23	18	7	8	16	4	13	21	4	8
Indiana	35	3	23	7	5	28	4	3	29	2	4
Iowa	12	7	7	3	2	9	1	2	9	1	2
Kansas	11	4	6	1	4	7	1	3	6	1	4
Kentucky	5	10	4		1	4		1	4		1
Louisiana	2	3	1		1	1		1	1		1
Maine	2	11	1		1	1		1	1		1
Maryland	1	2	1			1			1		1
Massachusetts	28	43	8	6	14	6	5	17	9	4	15
Michigan	30	11	16	7	7	17	5	8	23	2	5
Minnesota	12	4	8	2	2	8	2	2	10	2	
Mississippi	1	2	1			1			1		
Missouri	10	9	5	1	4	5		5	7		3
Montana	3	4	1		2	1		2	2		1
Nebraska	6	2	5		1	4		2	5		1
Nevada		1									
New Hampshire	1	7	1			1			1		
New Jersey	18	14	7	2	9	9	2	7	11		7
New York	42	15	22	4	16	23	5	14	25	3	14
North Carolina	6	3	3	1	2	3	1	2	4		2
North Dakota	2	2	2			2			2		
Ohio	23	33	9	6	8	12	5	6	12	4	7
Oklahoma	7	2	4	1	2	4	1	2	5		2
Oregon	1	2		1			1			1	
Pennsylvania	49	49	22	9	18	25	8	16	30	4	15
Rhode Island	3	7	1	1	1	1	1	1	1	1	1
South Carolina		5									
South Dakota	5	1	2	2	1	3		2	3	1	1
Tennessee	3	3		1	2			3	1		2
Texas	18	5	11	4	3	9	4	5	15		3
Utah	4		4			4			4		
Vermont	4	3	1	1	2	2		2	3		1
Virginia	7	5	4	2	1	5	1	1	6		1
Washington	9	2	6	2	1	5	2	2	6	1	2
West Virginia	4	3	4			4			4		
Wisconsin	10	12	3	3	4	3	2	5	6	1	3
Wyoming	3		2		1	2		1	1		2

The following are typical views expressed by those who have experimented with departmental teaching in the grades:¹

1. Succeeds with the strong and industrious pupils and fails with the weak and lazy.
2. Tends to develop independence and self-reliance.
3. Danger of teachers making their subjects of more importance than their pupils.
4. Have had departmental teaching since 1896-7 and have found that it is more economical; that it requires pupils to be independent of the teacher; that they are better able to express their ideas, and that promotion can be made by subject.
5. English should be distributed among the different teachers so that it may be coordinated with other subjects.
6. Better teaching and discipline; more interest; less loss between grades.
7. Satisfactory on the whole but open to faults such as over-taxing the child.
8. Efficiency of pupils higher; discipline suffers.
9. Makes the break between the grades and high school less sudden.
10. Allright if the child does not meet too many teachers.
11. Very superior; teachers more interested; pupils develop broader ideas.
12. Excellent if teaching force is prepared and in favor of plan.
13. If there is a poor teacher in the departmental corps pupils do not have her all the time.
14. Will abandon the plan, as we secure better results with one teacher to a grade; discipline easier, and teachers prefer old method of having a room of their own.

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1. U. S. Bureau of Education, Departmental Teaching in the Grades, City School Circular, No. 20, July 13, 1913.

15. Gave the plan a fair trial but it proved an absolute failure. Perhaps the novelty of the plan causes some to think it a good scheme.
16. Difficult to coordinate the work properly; moral hold of teacher not so strong; supervision by principal more difficult.
17. Will abolish or greatly modify it this year; pupils are not taught individually.
18. Do not care for it; would rather have one-teacher plan in first-year high school, than extend departmental system to the grades.

(d) Promotion and Credit.

The method of promotion has been discussed somewhat at length in connection with other phases of the system of reorganization. Repetition will not lessen the value of this very important phase of school organization.

Promotion should be made by subject in the seventh and eighth grades. There is no more reason why pupils should be promoted by grade in the seventh and eighth grades than for pupils in the eleventh and twelfth grades to be promoted by grades. No one would advocate the latter idea. Repetition of the work of the whole grade at either stage of progress mentioned, simply because one has not the faculty to appreciate the value of one subject is preposterous. There should be opportunity for individual progress. Back work should be made up to the greatest degree of ability of the student, at the earliest possible date. Note this, please: "We actually have one boy who entered high school who is now doing mostly

seventh-grade work,--and he is happy."¹

Some may argue that this method of promotion will allow pupils to take the subjects that they like and shun those they dislike. This is not so under good supervision. Furthermore, this is not yet the period for vocational training or specialization. It may be possible to unite the failures in any subject into one class for instruction, thereby segregating them from those not having had the work.

A very important question to be considered in relation to economy of time is the matter of credits. There should be well-established standards by which to judge results. It is evident that credit must be given in the Senior High School for work done in the Intermediate School.

The practice is to establish a scale of credits for the two schools, e. g., "A student who has completed a three years' course in the Intermediate School may continue his foreign language for two years in the high school. The High School course extends throughout four years."² Further, "The work (Latin) of the first year of the Intermediate School aims to review the first year's work of the High School and to cover as nearly as possible that of the second year in the High School."³ Although it may look to some that it is ex-

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1. Brasure, Supt. R. E., West Depere, Wisconsin; Correspondence, March, 1914.
2. Course of Study for the High and Intermediate Schools of the Los Angeles City School District, 1913-'14, p. 72.
3. Ibid., p. 65.

changing three years of work of the Intermediate School for two years of work in the High School, it is not so, but is really a gain of one year of time.

In some systems, privileges are granted under certain conditions.

"All seventh grade students that make good records through seventh-grade English are permitted to elect German or Latin in the eighth grade. Such language students take their work with the first year high-school students in those two subjects."¹

Ogden, Utah, has a unique scheme.

"In the Junior High Schools, we have five units of work required, four of which are prescribed and one is elective. In addition, we require one unit of 'home industrial' work, such as chores, house work, and any other kind of work that boys and girls may engage in. One unit of credit is given for this work. It is purely an effort on our part to co-operate closely with the home, and parents appreciate our attempt. We require about two hours of work per day or ten hours per week for this unit of credit."²

As the Junior High School grows stronger with time, the credit system will most likely be satisfactorily settled with justice to all.

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1. Hines, Supt. L. N., Crawfordsville, Indiana; Correspondence, Nov. 3, 1913.
 2. Mills, Supt. J. M., Ogden, Utah; Correspondence, Nov. 3, 1913.

CHAPTER IV.

THE ADMINISTRATIVE ASPECT.

(a) Efficient Supervision.

From the peculiar nature of the case, the principal of the Intermediate School should be a man of extended experience, who is broad enough to see and feel the possibilities and opportunities offered by a reorganization of our school system. He should be able to grasp a situation at once, judge of its merits, and act judiciously.

His education should be broad enough that he knows well every subject of the curricula, and can be of constructive assistance in his supervisory work, for not only is he to act as principal, exercising certain administrative functions, but must supervise the class room work to see that efficient work is being done and the object of the school fulfilled.

Over the system of schools should be a capable city superintendent full of enthusiasm and of the spirit of helpfulness, and in full accord with the progressive movement.

(b) High Ideals.

One deplorable defect in our present system is the lack of scholarship, breadth, and training on the part of the teaching force. To do justice to this new movement, there must and will develop a new type of leadership in teachers, principals, and superintendents of the Intermediate Schools. The boys and the girls are entitled to the best training

possible at this all-important time. The new situation will demand men and women of the highest type to instruct the youth of the nation.

Along with this demand for a new type of leadership will come the demand for a higher and nobler type of scholarship, based on intelligent understanding and utilitarian motives, unhampered by unnatural elements and narrow ideals. It is true that a stream never rises above its source. It is equally true that the moral tone and intellectual plane of a school never rise above those of the instructors. That which affects the one will likewise affect the other.

That these conditions may properly exist, there must be developed cordial relations among the faculties of the different schools--elementary, Junior High School, and Senior High School. There must not be petty jealousy, envy, or enobishness as the result of imagined or assumed differences of position. It is quite common today to hear it said that this or that pupil is not well prepared for the high school. The child should be prepared and such assertions should be discontinued.

(c) Teachers, Salaries, Qualifications.

It has been stated before in this paper that in the teacher of the Junior High School there would develop a new type of leadership. It stands to reason that some of the best teachers of the secondary schools should be employed in this middle school of adolescent years. They should be chos-

en for their energy, enthusiasm in the work, ability as a teacher and disciplinarian, sympathy for the pupils in their endeavors. Inefficient teachers cause many pupils to fail, and offer more hindrance than assistance to stumblers. Efficient teachers give inspiration and proper assistance. Too many recruits from the grades may seriously handicap the work of the Junior High School.

The general policy of cities having these schools is to pay a better salary to these teachers than to those of the elementary grades, and expect better qualified teachers. In fact, Los Angeles pays the Junior High School teachers with grammar school certificates less than those having high-school qualifications, the latter receiving the same salary as those of the regular high school--one hundred thirty dollars per month for twelve months, depending upon one's experience, however. It must be noted that in California, no public money can be paid a teacher for teaching secondary subjects unless she has some form of special or regular high-school certificate entitling her to do so. Therefore, teachers with grammar school certificates are not employed to teach secondary-school subjects. In order to get the high-school salary, one must teach at least one high-school subject.

In Columbus, Ohio, there are two classes of teachers. Class one includes those teachers holding high-school certificates, but who are not college graduates. These are paid

fifty dollars more than the teachers of the elementary grades. Class two includes those who are college graduates, and are paid three hundred dollars more than those in class one.

In Berkeley, California, the teachers holding grammar school certificates receive the grammar school salary; those holding high-school certificates, receive the high-school salary.

CHAPTER V.

PROGRESS.

(a) History of the Readjusting Movement.

Before the National Council of the N. E. A., 1904, Dr. Baker of the University of Colorado, as chairman of a committee previously appointed by the Council, reviewed the report of the Committee of Ten, in which was recommended among other things "That work in many secondary school studies should be begun earlier."¹ This brought about the discussion of the reorganization of the school system on the six-six basis.

The six-and-six plan was given impetus, when, in 1905, the Department of Secondary Education, of the N. E. A., voted to appoint a standing committee on Six-Year Courses. This committee reported at the N. E. A. meeting in 1907, at Los Angeles.² The report was unanimously adopted, with the recommendation that the work be continued. A new committee was then appointed which made its report at the Cleveland meeting of the N. E. A., 1908.³ This report contained a synopsis of the previous report on this subject, an outline of what should be expected of pupils at the end of the sixth

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1. Baker, James H., Review of the Report of the Committee of Ten (N. E. A., 1904), pp. 645-660.
2. Morrison, Gilbert B., Report of the Committee on an Equal Division of the Twelve Years in the Public Schools between the District and High School (N. E. A., 1907), pp. 705-10.
3. Lyttle, Eugene W., Report of the Committee on Six-Year Courses of Study (N. E. A., 1908), pp. 625-28.

school year--age twelve to thirteen, and a suggested list of studies, including electives, for pupils of the seventh and eighth grades. It was unanimously adopted with the recommendation that the work be continued. A new committee was appointed, and made its report at the Denver meeting of the N. E. A., 1909. The report is mainly made up of letters and testimonials.

The work of these committees has aroused an interest along these lines in the United States. Several cities have already reorganized their school systems. Departmentalizing the work of the seventh and eighth grades is a step toward the six-six plan, and shows that the eight-four plan does not supply the organization-needs of these schools.

(b) The Intermediate School in the City of New York.

In the City of New York, the Intermediate School is an elementary school which receives only pupils promoted from the 6B grade (the high division), and in which the instruction is restricted to the seventh and eighth years of the elementary school course of study, although somewhat differentiated from that of the regular elementary school.

Prior to 1908, three of these schools--all in Manhattan and the ones considered in the inquiry--were established, two in 1905, and the third in 1907. The primary purpose of their organization was to relieve congestion in these localities, and they have fulfilled the purpose admirably.¹

1. Report of School Inquiry, Board of Estimate and Apportionment, City of New York, 1911-'13, Vol. II., p. 463.

Since that time, several others have been established, District Superintendent Taylor having established four in his districts.¹

When the school inquiry was held in 1910-'11, as a result of the resolution passed by the Board of Estimate and Apportionment, on October 26, 1910, the Intermediate School proposition was made a special part of the inquiry. A few individuals opposed the organization of the Intermediate Schools, advancing the following arguments: (a) That when the seventh and eighth grades are removed from a school, a larger per cent of pupils leave the 6B grade without completing it in schools having only 1A-6B grades, than leave the 6B grade in schools having all grades. (b) That a larger per cent. of pupils promoted from the 6B grade fail to enter the 7A grade when they must go to an Intermediate School, than fail to enter the 7A grade when they can advance to this grade in their home school. (c) That a larger per cent. of the seventh and eighth-year pupils leave the seventh and eighth grades without completing these grades in Intermediate Schools than leave these grades in schools having all grades.

Mr. Frank P. Bachman, formerly assistant superintendent of schools, of Cleveland, Ohio, conducted the inquiry, and confined his investigation to three propositions: (A) A

1. Fifteenth Annual Report of the City Superintendent of Schools of New York City, p. 399.

study of the educational efficiency of the Intermediate School, which included the three arguments above mentioned; (B) a study of its economy; (C) a study of the educational opportunities afforded by the Intermediate School. He also made a series of recommendations, quite conclusive in argument and specific in scope.

The data were taken from records, and regular and special reports for the February-June term of 1910-'11. The Intermediate Schools, neighboring schools, and contributing schools were compared along various lines.

Under proposition (A), the educational efficiency of the Intermediate School, five phases were considered, viz.: (1) The number of pupils leaving the 6B grade without completing this grade; (2) the number of pupils promoted from the 6B grade not entering the 7A grade; (3) the number of pupils leaving the 7A-8B grades without completing these grades; (4) the relative rate of promotion in the 7A-8B grades; (5) the number of terms of work lost and gained by 7A-8B pupils. The findings in the several cases will be given, but space will not allow any extensive discussion.

(1) In arriving at the findings in this particular case, the 5B, 6A, and 6B classes in thirteen neighboring-schools, having all grades (1A-8B), were compared with similar grades in seventeen contributing-schools to the Intermediate Schools, having grades 1A-6B. The per cent. of pupils leaving schools, having all grades was, in the 5B grade, 5.45%; in the 6A,

9.37%; in the 6B, 9.01%. The per cent. of pupils leaving schools having only grades 1A-6B was, in the 5B grade, 7.19%; in the 6A, 8.37%; in the 6B, 8.58%. The difference in loss in the 6B classes is .43% in favor of the schools having grades 1A-6B, or the contributory schools to the Intermediate Schools.¹ Therefore argument (a) is proved to be a false assumption.

(2) As to the relative number of pupils promoted from the 6B grade, June, 1911, not entering the 7A grade, September, 1911, in thirteen schools having all grades, and fifteen contributing-schools, it was found that 4.89% of those in the former class of schools and 5.56% of those in the latter class of schools failed to enter the 7A grade, making a difference of .67% in favor of the schools having all grades. However, the relative per cents. at the term-change at January-February, 1912, were .02% and .05% respectively, making a difference of .03% in favor of the schools having all grades.² It must be noted that had the same rate of loss prevailed in schools having all grades, not a single additional pupil would have entered the 7A of the Intermediate Schools. It should be remembered that each fourth child in the City of New York in the 6B grade has attained his fourteenth year,³ and this fact alone no longer gives the city control over his attendance. In order to hold many children,

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1. Report of School Inquiry, Board of Estimate and Apportionment, City of New York, 1911-'13, Vol. II., p. 467.
2. Ibid., p. 468.
3. Ibid., p. 470.

it is evident that the school must be made more attractive than outside conditions.

(3) In determining the per cent. of pupils leaving the 7A-8B grades without completing these grades, the withdrawals in the 7A, 7B, 8A, and 8B of thirteen schools having all grades were compared with corresponding grades in the three Intermediate Schools. In the schools having all grades, the per cent. of withdrawals in the 7A was 10.38%; in the 7B, 9.99%; in the 8A, 8.38%; in the 8B, 3.31%, giving a median withdrawal of 8.56% of the enrollment. In the Intermediate Schools, the per cent. of withdrawal was respectively 9.67%, 8.06%, 6.33%, 2.28%, with a median withdrawal of 6.81% of the enrollment.¹ The highest per cent. of loss was in the 7A in both kinds of schools. This grade is particularly trying in the Intermediate School. Friendships in the old school are broken off, and new acquaintances are formed. Greater than these, the pupil must adjust himself to the new environment, with different methods, new subjects, different teachers, and new associates. Yet, with all these, the holding power of the 7A grade in the Intermediate Schools is greater by 1.75% than that in schools having all grades, and argument (c) is disproved.

(4) The data relative to the rate of promotion in the 7A-8B grades were taken from thirteen schools having all

1. Report of School Inquiry, Board of Estimate and Apportionment, City of New York, 1911-'13, Vol. II., p. 473.

grades and the three Intermediate Schools, for the February-June, term, 1910-'11. In schools having all grades, 83.65% of the total enrollment in the 7A-8B grades was promoted, in the Intermediate Schools, 85.69% was promoted, making a difference of 2.04% in favor of the Intermediate Schools.¹ Had the same rate of promotion prevailed in the two kinds of schools, 142 more pupils out of a total of 6,973, would have been advanced in schools having all grades. This also helps to disprove argument (c).

(5) The educational efficiency of the two classes of schools is further compared in regard to the number of terms of work lost or gained--the acceleration and retardation, by the 7A-8B pupils. In schools having all grades, the 7A-8B pupils who graduated June, 1911, lost, during their seventh and eighth years, 186 terms of work, and gained 58 terms, making the net terms of work lost during that period 128, or a term's work for each group of seven pupils. In the Intermediate Schools, the 7A-8B pupils lost, during their seventh and eighth years, 215 terms of work, and gained 203 terms, making the net terms of work lost during that period equal to 12, or the equivalent of a term's work for each group of ninety-four pupils.² In other words, thirteen times as many terms of work were lost by seventh and eighth-year

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1. Report of School Inquiry, Board of Estimate and Apportionment, City of New York, 1911-'13, Vol. II., p. 474.
2. Ibid., p. 477.

pupils in schools having all grades as were lost by such pupils in Intermediate Schools.

To make the evidence more conclusive that the educational efficiency of the Intermediate School is superior to that of schools having all grades may require the collection of data similar to the above for a number of terms.

Under the larger proposition (B), the economic aspect of the Intermediate School, are considered the difference in the number of the (1) regular classrooms, (2) manual training shops, (3) cooking rooms, (4) and gymnasiums required; also the difference in number of teachers required as (5) regular class teachers, (6) manual training teachers, (7) and cooking teachers, and the difference in (8) amount of supplies and equipment of the two kinds of schools.

(1) In comparing thirteen schools having all grades with the three Intermediate Schools, the average number of pupils per classroom was 43.31, in the former class of schools, and 45.75 pupils in the latter class. Computing this still further, we find that there are needed 5.33% fewer regular classrooms in the Intermediate Schools than in schools having all grades in order to accommodate the same number of 7A-8B pupils.¹

(2) It is also proved that the Intermediate Schools require 27.32% fewer shops than do schools having all grades for the accommodation of an equal number of 7A-8B pupils.

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1. Report of School Inquiry, Board of Estimate and Apportionment, City of New York, 1911-'13, Vol. II., p. 483.

When shops are used in schools having all grades, to instruct other than the seventh and eighth-grade pupils, it is only 19.11% fewer. (3) Under similar circumstances, the Intermediate Schools require 17.10% fewer cooking rooms than do the schools having all grades, for the accommodation of the same number of 7A-8B pupils. Or only 6.31% fewer cooking rooms are needed in the Intermediate Schools, if in the other schools, the rooms are used to instruct other than the seventh and eighth-grade pupils. (4) 18.17% fewer gymnasiums are needed in the Intermediate Schools than in schools having all grades, using them exclusively for 7A-8B pupils.¹

Regarding the difference in the number of teachers required in the two kinds of schools, the inquiry shows that the Intermediate Schools require 5.33% fewer (5) regular class teachers, 8.01% fewer (6) manual training teachers, and 8.01% fewer (7) cooking teachers.²

On the basis of the rooms required--regular classrooms, manual training shops, cooking rooms, and gymnasiums,--to care for the 7A-8B pupils considered, in schools having all grades, and in the Intermediate Schools, the Intermediate Schools require 8.70% fewer rooms and 5.36% fewer teachers. In caring for every twenty thousand children, this 8.70% fewer rooms means the price of a thirty-eight-room building saved annually, or about \$400,000.00 in original invest-

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1. Report of School Inquiry, Board of Estimate and Apportionment, City of New York, 1911-'13, Vol. II., p. 490.

2. Ibid., p. 494.

ment, and an annual difference of 6.88% in cost of upkeep and operating expenses.¹ With the 5.36% fewer teachers, and caring for twenty thousand 7A-8B pupils, twenty-eight fewer teachers are required in the Intermediate Schools, which represents an annual difference in cost of not less than \$35,000.00.²

(8) As to the difference in the amount of supplies and equipment, it is obvious that no saving would be made on supplies directly consumed, paper, pencils, pens, etc., by having 7A-8B pupils in Intermediate Schools. In supplies which are more or less permanent in character, it is quite evident that a great saving would be effected. The saving in equipment in shops, cooking rooms, and gymnasiums would be in direct relation to the difference in the number of these required in schools having all grades and in Intermediate Schools, to instruct a given number of 7A-8B pupils.

It was found that there was a saving of 27.32% on equipment for shops in Intermediate Schools over schools having all grades, of 19.11% if the shops, in schools having all grades, are used to instruct other than the 7A-8B pupils; a saving of 17.10% and 6.31% on equipment for cooking rooms in the Intermediate Schools under corresponding conditions as above; and a saving of 18.17% in the Intermediate Schools on equipment for gymnasiums.³

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1. Report of School Inquiry, Board of Estimate and Apportionment, City of New York, 1911-'13, Vol. II., p. 491.
2. Ibid., p. 495.
3. Ibid., p. 496.

The third large field considered by the inquirer was (C), the educational opportunity afforded by the Intermediate School. Under this heading were considered the opportunity (1) to offer differentiated courses of study, (2) to adapt the instruction to the two sexes and to the requirements of the high schools and vocational schools, (3) to classify pupils according to ability, (4) to promote by studies instead of by grades, (5) to adapt to the needs of seventh and eighth-year pupils certain general features of school organization.

Since these have been discussed in another connection in this paper, repetition is unnecessary, but some of the recommendations made by Mr. Bachman follow.

1. That Intermediate Schools be established wherever conditions are favorable.

2. That Intermediate Schools be planned and carried on so as to aim at the fuller realization of educational opportunities they may be made to afford.

3. That special care be taken to maintain sympathetic relations between the Intermediate Schools and the contributing schools on the one hand, and the closest articulation possible with the high schools and vocational schools on the other; and that the peculiar opportunity to develop systematic vocational guidance be fully realized.

4. That complete records of the work and cost of such schools be kept and that these records be used to improve

Intermediate Schools and to judge of their efficiency.¹

Although Intermediate Schools are established in various cities, large and small, there has been no effort until this inquiry to make a thorough study of their value in the school system.

There is no doubt but that if the many possibilities of the Intermediate School were to be extended to these schools of New York City, and the ninth grade included, making a regular Junior High School, more good than now even would accrue to the pupils of these schools.

In concluding this discussion of this particular topic, it is evident that the inquiry has proved quite conclusively the three main topics, viz. a study of the (A) efficiency, (B) the economy, and (C) the opportunities of the Intermediate School.

(c) The Intermediate School or Junior High School in other Cities,
and Opinions Regarding these Schools.

Considerable material, including courses of study, curricula, circulars, letters, etc., has been collected from schools that have tried the differentiated program scheme. The following statements illustrate quite well the feeling in different localities:

"The six-six plan of dividing the twelve grades is in successful operation in the Crawfordville Schools. The upper six grades, seventh to twelfth inclusive, are collected

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1. Report of School Inquiry, Board of Estimate and Apportionment, City of New York, 1911-'13, Vol. II., p. 501.

in one big plant located on an entire city block. The lower six grades are scattered over the city in six buildings. The upper six are known as the Central Schools. The seventh and eighth grades are in one building and the ninth to the twelfth grades are in another building....There is not the least thought in Crawfordsville of doing away with the six-and-six plan. The results are highly satisfactory. The per cent of students dropping out at the end of the eighth grade is no larger than the per cent. dropping out at the end of the seventh grade, the ninth grade, or any other grade. The enrollment in the present senior class in the high school is seventy-four while the enrollment in the eighth grade is one hundred nine. In June, 1913, the number graduated from the high school numbered seventy-seven while the number in the eighth grade was above one hundred. In 1912, the high school senior class numbered seventy-six while the eighth grade numbered about one hundred. Practically all the present eighth grade will enter the high school either in January, 1914, or September, 1914. We consider that the per cent. of pupils lost between the seventh and twelfth grades is very small, indeed, in comparison with some records in some other systems. As the years go by, we expect the number of students in the eighth grade and the number of students in the twelfth grade to draw nearer together until these two classes are, practically, the same size."¹

The following is from Evansville, Indiana:

"The proposed reorganization of our two upper Grammar Grades and the first year of our present High School course into a Junior High School has grown out of the conception of the development of the individual rather than the so-called average pupil. It is a step in the direction of economy of time. It seems reasonable to believe that it will help us solve some of the pressing problems that constantly confront us in Secondary Education. It is a concrete method of procedure--free from 'fads' and 'clap-trap' methods.....

"The Junior and Senior High Schools together with the Auditorium and Gymnasium building and the Manual Training School, comprise a group of buildings occupying an entire city block. There are more than a hundred rooms in the entire plant. All of the buildings are connected by colonnades or enclosed bridges, so that passage from one to the other is easy. A large outdoor gymnasium and tennis courts are located on the block just opposite the combined schools.

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1. Hines, Supt. L. N., Crawfordsville, Indiana; Circular, September, 1913.

"The Manual Training, Household Arts, and Commercial Departments are fully and modernly equipped so as to handle all lines of work in a six year's course. There is a large Gymnasium, with running track above the level of the spectators' balcony, a standard sized swimming tank (60 x 20), and ample locker and shower rooms for the accommodation of fifteen hundred pupils. Physical directors for both boys and girls are in charge of this work.

"A beautiful Auditorium, with seating capacity for sixteen hundred, equipped with stage and scenery, a concert Chickering Grand piano, a Victrola, a stereopticon lantern, and a moving picture machine afford excellent facilities for various kinds of school theatricals, musicales, entertainments, and the like.

"A lunch room, equipped by the Board of Education as completely as any other department of the school and under efficient management, provides a wholesome lunch daily to the entire pupil body, teachers and helpers. The lunch room is run at cost. During the school year (1912-'13) the receipts were \$13,501 (181 servings). The balance on hand the following September was \$140.

"The daily school program consists of eight recitation periods of forty minutes each. The school day opens at 8:50 and closes at 2:40. There is an intermission of four minutes between periods.

"In the Junior High School and in some of the Senior High School classes, much time is given daily to supervised study.

"In all of this school organization we try by every means to steer as far as possible from the idea of two separate schools. The whole system is a unit. The youngest pupils sit by the side of the oldest in the Auditorium and their school interests are common. They work together on the Record Staff; they eat together in the same Lunch Room; they play in the same orchestra; they meet in the same corridors; they are in the same classes in the Gymnasium; they work side by side in the Manual Training shops and in the Household Arts rooms. They are one; and for all practical purposes meet on an equal educational footing. There are no lines of demarcation between the pupils of the Junior High School and those of the Senior High School other than purely artificial ones. They differ one from the other in age and length of time in the school. The difference between our Junior High School and our Senior High School is a difference of degree, not kind. At present the Junior High School includes only the eighth and ninth grades of our

school system. The present buildings will not accommodate more. As soon as the next Junior High School building is erected (in 1915) the seventh grade will be added. This entire Junior and Senior High School organization is under the supervision of the High School principal, who has an assistant principal for the Senior High School and another for the Junior.

"The Junior High School is not a panacea for all our educational ills. No one claims that it is the solution of the problem of school mortality, either in the upper grades or in the earlier years of High School. There are many other things it probably cannot do. But if it does nothing else than help to fill the 'gap' between the Elementary and Secondary Schools, the Junior High School plan will not have lived in vain. We believe it is a reasonable, practical and workable suggestion."¹

The following correspondence show what several schoolmen think of the six-three-three plan. Superintendents Francis and James speak from actual contact with the working of the schools of their respective cities:

Washington, D. C., May 19, 1914.

Mr. Alfred Kuykendall,

Madison, Wis.

My dear Mr. Kuykendall:

In reply to your letter of April 28th I wish to say that my opinion is favorable toward the six-three-three plan of organizing the grades and the high school. Six years ought to be sufficient time for the inculcation of the tools of education, and basal concepts in history, elementary science, the handicrafts and the like. Then we ought to a cycle of at least three years in length for introducing the content subjects, such as the world's history, English, the various sciences, mathematics, industrial work, and other subjects usually given in the upper grades and the high school. My idea is that in the first three years the aim should be breadth rather than depth. We should aim to introduce the student to the various fields of knowledge, striking only the high points, doing that in a qualitative rather than in a quantitative way. This is especially true

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1. Circular on "The Junior High School Plan," Evansville, Indiana, 1913.

of the first course in every subject, which should not be more than half a year in length as a rule. Then in the latter part of this three year course and especially in the second cycle of three years, the aim should be depth in a few subjects rather than introduction to many. Do you get my idea?

I think now our high school fails in both breadth and depth because we are aiming half way between and really missing both marks. My idea for the three and three plan for high school organization would be to aim specifically for breadth, for introduction to all the essential fields of knowledge, and then a series of second courses, which would be elective in groups, giving every student also an opportunity to gain some genuine depth in the second cycle of high school work. This idea I have developed farther in my own mind, but the brief statement just given will perhaps be sufficient for you.

Personally I believe that it would be an advantage also to place the first two years of college with the secondary school because those years are really devoted to secondary school work. There would be a number of gains, but one that occurs to me especially is that the students would then be getting the culminating phases of their liberal education as juniors and seniors rather than as freshmen and sophomores. This would give a great gain in the attitude of mind with which the students would be approaching the work that is now given in the freshman and sophomore years of college and which should be the culmination of the liberal course of study. That would then give us a chance to give genuine university work which looks forward to vocational specialization, in the University.

Very truly yours,

The George Washington University.
Teachers College.

W. C. Ruediger,¹
Dean.

Worcester, Mass., May 4, 1914.

Mr. Alfred Kuykendall,
Madison, Wis.

Dear Sir:--

I am strongly in favor of the 6-3-3 plan, having seen it or parts of it in several states.....

Very truly yours,

Clark University.

G. Stanley Hall.²

1. Correspondence, May, 1914. - - - - -
2. Correspondence, May, 1914.

Berkeley, Cal., May 1, 1914.

Mr. Alfred Kuykendall,
Madison, Wis.

Dear Sir:

.....We feel sure that we have more pupils in the ninth grade than we would have had under the old system....

Very truly,

M. C. James,¹
City Superintendent.

Los Angeles, Cal., Nov. 3, 1913.

Mr. Alfred Kuykendall,
Madison, Wis.

My dear Mr. Kuykendall:

Following are some of the facts concerning the Intermediate Schools:

I believe they are solving some of the educational problems of the day.

1st: By giving to the child who will not enter high school some of the high school subjects, such as languages and commercial work.

2nd: The Intermediate School introduces the child to high school work gradually, thus overcoming much of his bewilderment at change of methods, subject matter, etc., which he feels if introduced at once to high school from the 8th grade.

3rd: Many children go on to high school from intermediate because of this gradual presentation of high school methods and subjects. He grows interested, and wishes to continue the work already begun.

4th: The work being departmental can be made more easily prevocational than in the grammar schools.

5th: The removal of the adolescent child from the companionship of younger children is of mutual benefit to both.

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1. Correspondence, May, 1914.

.....Trusting that the above information will be of value to you,

Yours very truly,

J. H. Francis,¹
City Superintendent.

Further correspondence regarding the six-six plan:

Seattle, Wash., May 4, 1914.

Mr. Alfred B. Kuykendall,

Madison, Wis.

My dear Mr. Kuykendall:

Your inquiry of April 28th is before me. I am glad to know that you are interested in the subject of the reorganization of the secondary school.

I am of the firm belief that there will soon be a reorganization of our secondary school system and it will probably be along the six-three-three plan. I am not certain that it will be that, but along those lines. A reorganization is necessary for the reason that our present school system fails to care to the best advantage for the adolescent. The seventh and eighth grades, and to a certain extent the sixth grade work, is organized largely for children. The management and discipline of those grades is also largely along the lines of management and discipline better suited to little children. There is no other great country in the world which begins its secondary school work so late as America. In my judgment there ought to be a very considerable modification of the school beginning with the seventh and possibly with the sixth grade. What are ordinarily termed high school subjects should be introduced and especially the management and discipline should be better suited to the period of adolescence.

I am not certain that there ought to be another break at the end of the ninth grade. It is possible that some provision ought to be made for those who will drop out at the end of the ninth grade but I think it would be still better if we made the secondary school stage rather continuous beginning with the seventh grade. That would provide for an organization along the lines similar to that in the German schools. I think that ultimately we shall extend the

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1. Correspondence, November, 1913.

present high school at least two years, doing then two years of what are now considered as college work. At the present time the colleges and universities are suffering very greatly because they are attempting to do secondary school work. That necessitates the organization of the college and university along secondary school lines and makes it impossible to do genuine university work.

I am not certain about the untimate desirability of the three-three plan in the secondary school. Experience will probably have to determine. Theoretically it seems to me that there would be an unnecessary stopping place. It is possible that having tided the pupils over the critical grammar school period and having launched them on secondary school work that there would be no serious break between the junior high school and the senior high school. Superintendent Cooper, Seattle, has suggested that we ought not to call the first stage the junior high school but the senior grammar school. That would provide an incentive for the pupils to go on to the real high school. I think there is some merit in his suggestion.

Hoping that these few suggestions may be of some value,
I am

Very sincerely yours,

University of Washington.

Frederick E. Bolton.¹

To show what a few cities are doing, a few letters are here submitted:²

Grand Rapids, Mich., May 8, 1914.

Mr. Alfred Kuykendall,

Madison, Wis.

Dear Sir:--

I find it impossible to fill out your questionnaire in detail; I simply have not the time.

We have tried for the last two years one Junior High School containing 7th, 8th, and 9th grades. The course of study in that high school does not differ materially from the work in the seventh and eighth grades in other buildings

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1. Correspondence, May, 1914.

2. Correspondence.

throughout the city, except, first, there is a departmental organization; second, greater opportunity is offered to special classes of pupils to do special work. The girls, for instance, may take additional time in drawing and design, cooking, dressmaking, millinery, proof-reading, etc. The boys have opportunity of taking additional time for mechanical drawing, cabinet making, printing, etc.

There is also in this school a two year commercial course designed for pupils who will not go through the high school. The work in the school is very successful and I find that this school is very popular with the people.

Sincerely yours,

W. A. Greeson,
City Superintendent.

Ogden, Utah, Nov. 3, 1913.

Mr. Alfred Kuykendall,

Madison, Wis.

My dear Sir:

Your favor of October 25th, asking for information concerning the organization of the Ogden Public School System, is at hand. Our schools are organized on the basis of six grades and the kindergarten in the elementary schools, and six grades in the High School beginning with the seventh grade and ending with the twelfth grade. The High Schools are again divided into Junior High Schools and Senior High Schools, the first two years being in the former and the last four years in the latter. In the Junior High Schools we have five units of work required, four of which are prescribed and one is elective. In addition we require one unit of "home industrial" work, such as chores, house work and any other kind of work that boys and girls may engage in. One unit of credit is given for this work. It is purely an effort on our part to co-operate closely with the homes, and parents appreciate our attempt. We require about two hours of work per day or ten hours per week for this unit of credit. In the Senior High School the work is almost entirely elective, English alone being prescribed. Our primary attempt is equipment for life, but in providing this training we do not overlook training for college. On the elective basis, the cultural subjects and the practical subjects have equal opportunity, and we attempt to make the departments equally strong.

We have been working along this line since 1909 and we feel that our experience justifies us in continuing the plan. We think that our plan of Junior High Schools is not only efficient but economical. It enables us, too, to have more men employed. Seventy-five per cent. of our High School teachers are men.....

If there is any more information that I can give you, I shall be pleased to do so.

Yours very truly,

J. M. Mills,
City Superintendent.

Madison, Wis., March 30, 1914.

Mr. Alfred Kuykendall,

Madison, Wis.

Dear Mr. Kuykendall:

Our intermediate high school comprises the seventh, eighth, and ninth grades. The ninth grade does work identical with the freshmen at the Madison High School and the pupils are admitted into the second year at that institution on completing the work in the intermediate high school.

We have one hundred four pupils in attendance, about one-half of which are in the ninth grade. These pupils are seated in session rooms under the charge of certain teachers. They pass to various rooms for their different classes. The class periods are forty minutes in length with an intermission of five minutes between periods. For the seventh and eighth grades, the period is divided into a thirty minute recitation period and a ten minute period for supervised study.

We employ four regular teachers and have, in addition, the part time services of eight teachers from the Madison High School. While there may be administrative difficulties that need to be overcome in handling a corp of teachers not under one's direct supervision, we believe that this is secondary, and that a great advantage arises from this plan. The direct advantage is that there is no direct break between the grades and the high school. This will, undoubtedly result in a larger number of pupils continuing their work through the senior high school.

We provide opportunities for motivation, at present, along industrial lines through manual training, and domestic science and art. No attempt is made to have pupils specialize along any particular line of work. We feel that this would be wrong in that it would compel these pupils to decide upon a vocation entirely too early in life. Our aim is to provide information along as many lines of endeavor as possible, so that the pupil may choose his or her particular vocation with a greater degree of intelligence when the time is at hand to make such a choice.

It may be of interest to know that very few pupils have withdrawn from the intermediate high school. Our present monthly enrollment is the largest for the year. This fact alone seems to uphold the belief that this particular class of schools would keep pupils in school. Another fact in this connection, is that practically every pupil has manifested a desire to continue in school this coming school year.

Very sincerely,

Randall Junior High School.

R. C. Winger,
Principal.

Madison, Wis., March 16, 1914.

Mr. Alfred Kuykendall,

Madison, Wis.

My dear Sir:

In reply to your letter of March 14th I will say that on account of the large enrollment in the central high school building and also because of the somewhat general feeling that the school period covering twelve years may be divided into two equal periods of six years each, led us last year to retain the ninth year pupils in one of the elementary buildings and to organize the seventh, eighth, and ninth year pupils into what may be termed an intermediate or junior high school.

One of the purposes in doing this was to in some way bridge over the break between the regular elementary grade methods and the high school methods. To do this we have organized the three grades of this one building upon the departmental plan. This arrangement we hope will prepare pupils somewhat at least for the regular high school methods to be pursued during the second, third, and fourth years.

In the second place it affords opportunity to offer work in the elements of Algebra, French, German, and Latin

in the seventh and eighth grades. I feel that when properly managed this intermediate school may be of considerable advantage to the pupils. It also in some degree relieves the pressure in a large high school in the way of attendance and multiplicity of studies. If this plan could be carried out in full over the city we would give our pupils six years of strictly elementary work, three years of intermediate high school work, and three years of purely high school work.....

Very respectfully yours,

R. B. Dugeon,
City Superintendent.

In contrast to these favorable opinions, Lead, South Dakota goes on record as opposing the system. In answer to a communication inquiring as to the reasons for returning to the eight-four plan, after having tried one plan of organization of the Intermediate School, Superintendent Saam writes as follows:

"Briefly:--The seventh and eighth grades were taught by High School teachers.

1. No High School teacher liked the grade work, all did it under protest.

2. 7th and 8th grades had privileges of High School students and were not ready for it."¹

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1. Saam, Supt. Theodore, Lead, South Dakota; Correspondence, June 22, 1914.

The following is a report on the plan of organized high schools:¹

Cities	Grades in J. H. S.	Grades in S. H. S.	Name	Has J. H. S. own Principal	Has J. H. S. own building
Los Angeles, Cal.	7,8,9	10,11,12	Inter.	Yes	Yes
Oakland, Cal.	7,8	13,14	"	"	"
Macon, Ga.	5,6,7	9,10,11,12	"	No	"
Aurora, Ill.	8		Lower H. S.	Yes	"
Crawfordsville, Ind.	7,8	9,10,11,12	Depart- mental	"	"
Evansville, Ind.	8	9,10,11,12	J. H. S.	No	No
Muncie, Ind.	6,7,8		Grammar	"	"
Richmond, Ind.	7,8	9,10,11,12	J. H. S.	Yes	Yes
Worcester, Mass.	7,8	9,10,11,12	Prepar- atory	No	No
Flint, Mich.	7,8,9,10	9,10,11,12	J. H. S.	"	"
Grand Rapids, Mich.	7,8,9	10,11,12		Yes	Yes
Jackson, Mich.	7,8,9	10,11,12	Inter.	"	"
Kalamazoo, Mich.	8,9,10		Depart- mental		
Muskegon, Mich.	8,9	10,11,12	Inter.	No	Annex
Crookston, Minn.	7,8,9	10,11,12,13	J. H. S.	Yes	Yes
Lincoln, Nebr.	7,8,9	10,11,12	Prepar- atory	No	No
Concord, N. H.	7,8	9,10,11	7 S.H. 8 J.H.S.	Yes	Yes
Camden, N. J.	7,8,9,10	11,12	None	No	No
Newark, N. J.	6,7,8				
Charlotte, N. C.	7	8,9,10,11	Grammar		

1. Report of U. S. Commissioner of Education, City School Systems (Washington, 1912), Vol. I., p. 155.

(Continued).

Cities	Grades	Grades	Name	Has	Has
	in J. H. S.	in S. H. S.		J. H. S. own Principal	J. H. S. own building
Muskogee, Okla.	8		8th Grade		No
Columbus, Ohio	7,8,9	10,11,12	J. H. S.	Yes	"
Salem, Ore.	8,9	10,11,12	J. H. S.	"	Yes
Providence, R. I.	7,8	9,10,11, 12	J. H. S.	No	No
Charleston, S. C.	8	9,10,11, 12	None	"	"
Lead, S. D.	8	9,10,11, 12		"	"
Dallas, Tex.	8	8,9,10, 11	Inter.	"	"
Houston, Tex.	7,8,9		J. H. S.	Yes	Yes
Salt Lake City, Utah.	7,8,9		Prepar- atory	"	"
Roanoke, Va.	6,7,8	9,10,11, 12	Inter.	"	"

Note: Inter.--Intermediate; J. H. S.--Junior High School;
S. H. S.--Senior High School; S. H.--Sub High School.

Note: The government report should include the following
cities:--¹

Berkeley, Cal.	7,8,9	10,11,12	Inter.	No	No
Cloquet, Minn.	7,8	9,10,11, 12	"		
Glendale, Cal.	7,8	9,10,11, 12	"	Yes	
Madison, Wis.	7,8,9	9,10,11, 12	J. H. S.	"	
Ogden, Utah	7,8	9,10,11, 12	J. H. S.		
Pasadena, Cal.	7,8	9,10,11, 12	Inter.		
West DePere, Wis.	7,8	9,10,11, 12	"	No	No

1. Determined by private correspondence.

Evansville,¹ Indiana, has the eighth and ninth grades in the Junior High School instead of only the eighth as reported in the government table. The state of New York has adopted a six-six plan for the state at large.

From personal experience in the Intermediate School in the City of Los Angeles for two and one-half years, the writer feels that in his judgment some of the arguments in favor of the Intermediate School are valid as are some of the arguments offered against the school.

From observations made, it is quite evident that the individual child has a better chance for advancement in the Intermediate School through the selection of subjects that appeal to him and through promotion by subjects instead of by grades than in the regular elementary school. The average pupil dislikes very much failing in even one subject. Last year the per cent. of failures in the ninth grade in the Intermediate School in which the writer taught, was the least of all of the seven Intermediate Schools, and much less than the failure in the various high schools of the city. As a rule our classes were much larger than the corresponding classes in the high school, but the results seemed to indicate that the pupils were receiving more attention from the teachers with better results.

Nearly every child took a foreign language, Spanish

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1. Determined by correspondence.

seemed to be the favorite language. These languages were taught through conversation generally limited to a simple yet constantly increasing vocabulary. As usual, those pupils who were quite certain of their ability to do good work, took Latin, and generally succeeded in doing good work. Elementary algebra was taken in the upper division of the eighth grade and in the ninth grade, with a lower per cent. of elimination than in the algebra classes of high schools of the city. General Science was given in the vocational course and drew pupils not entirely of the scientific type of mind.

There was but little evidence of the school assisting, to any great degree, the pupil in determining his vocation. It is claimed that if the Intermediate School fails thus in assisting the pupil, it fails in one of its important missions. It is true that a vocational course was offered, but as a rule, those pupils who took the course were those who were perfectly willing to escape the more difficult subjects in the curriculum. They were offered a greater number of hours per week in manual training and in the domestic arts.

At first, the seventh grade pupils seemed bewildered. Change of rooms, strange teachers, new associates, different subjects, and the many privileges granted were nearly too much for the seventh-graders. In time, however, they became accustomed to the new environments and adjusted themselves to conditions. Occasionally there was a pupil who could not make the adjustment, and before the proper assistance was given, he dropped out of school.

One of the greatest problems with pupils at this age is that of discipline. With the privileges given pupils in the Intermediate School, there is a great chance for them to literally run away with the school, unless held in restraint in some way. Observation by the writer leads him to believe that it is hard for pupils at this age to understand fully the responsibility resting upon them when the privileges of the Intermediate School are extended to the student body. Some of the Intermediate Schools were supposed to be under student self-government. It was not wholly a success however. The plan may be commendable, but something must be wrong somewhere when conditions make it necessary for court proceedings.¹

Time will decide as to the value in the movement. It is our duty to study carefully the time element and the subject matter of the curricula of today. Every new proposal should be sifted, and the good retained when worthy of modern educational thought.

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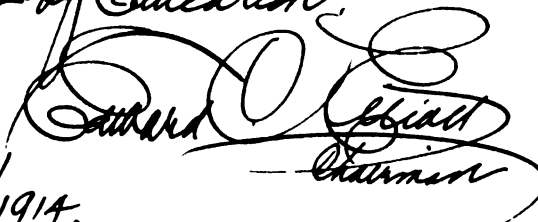
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APPROVED

Accepted, by special action of the
Department of Education.

July 28/1914.


— Chairman

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